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ABSTRACT

This document describes a program developed and implemented in three Philadelphia schools for the purpose of reducing the number of dropouts at the elementary, junior high, and high school levels. A needs assessment of the three schools, a review of the related literature, and the objectives of the program are provided. Specific strategies undertaken to deal with low attendance rates, tardiness, discipline problems, basic skills improvement and student achievement, parent and community involvement, and other factors contributing to dropout rates, such as student and teacher attitudes, are described. Some of the strategies include curriculum revision, career education, vocational and personal adjustment counseling, staff development sessions, workshops, and parent conferences. An evaluation of the program after its first year indicates that attendance rates and discipline were improved, reading and mathematics achievement scores were raised, disciplinary referrals were reduced, parent and community involvement was increased, and the number of target population dropouts at the senior high school level was reduced. Appendices include samples of various forms, questionnaires, and strategies used in the practicum. (EB)

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THE DESIGN AND IMPLEMENTATION OF A PROGRAM TO
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ABSTRACT

The purpose of this practicum was to develop and implement a program in three schools in the School District of Philadelphia to reduce the number of dropouts by identifying potential dropouts and designing a program to meet their unique needs. The project was based on a needs assessment at Ferguson Elementary School, Shaw Junior High School, and West Philadelphia High School, Philadelphia, Pennsylvania. It was found at the Ferguson Elementary School that when sixth-grade graduates move on to junior high school, approximately one-half of these students never complete the tenth grade. At Shaw Junior High School, the potential dropouts exhibited their dissatisfaction with the system by nonattendance, cutting classes, disruptive behavior, and displaying a negative attitude toward school in general and the teachers in particular. At West Philadelphia High School, an actual dropout rate of 17 percent for the year 1974-75 was found through a study of student records. Based

on research studies and also on the stated national and depicted local need in the three schools, an overall strategy was planned. Approximately forty-five students who exhibited characteristics of potential dropouts as described in the research literature were selected in each school. Program strategies and a program design were applied to these three target groups as a dropout prevention effort. Staff personnel studied and revised the curriculum to make certain it was vital, well organized, functional, and based on the needs, interests, and abilities of the target populations. Reading and mathematics were stressed. The counseling staff stressed educational, vocational, and personal adjustment counseling. Staff development sessions and workshops were designed to develop proper attitudes, help staff to understand effective basic skill teaching techniques, and provide devices and techniques for dealing with disciplinary and emotional problems. The program also included involvement techniques for reaching the parents and business community. As a result of the program in terms of the target population in each school, when compared with the preceding year, attendance records were improved, reading and mathematics achievement scores were raised, disciplinary referrals were reduced, involvement of parents and community personnel increased, and the number of target population dropouts at the senior high school level was reduced significantly. This program could serve as a dropout prevention model for any inner-city school cluster.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
Chapter	
I. IDENTIFICATION OF PROBLEM AND STATEMENT OF NEED	1
II. REVIEW OF RELATED LITERATURE	8
III. OBJECTIVES	17
IV. OVERALL STRATEGIES AND TEAM RESPONSIBILITIES	20
Selection of Students	21
Selection of Teachers	21
Staff Development	21
Curriculum	22
Counseling	22
School-Community Coordinators	22
Parental Involvement	23
Extracurricular Activities	23
Community-Based Experiences	24
Roles of the Practicum Participants	24
V. PRACTICUM DESIGN AND PROCEDURES ON THE ELEMENTARY SCHOOL LEVEL	27
Selection of Students and Teachers	27
Staff Development	28
Curriculum	29
Reading	29
Writing, Spelling, and Oral Presentation	31
Mathematics	32
Career Awareness	32
Counseling	33
Pupil Behavior	33
Academic Needs	33
Career Awareness	34
Social Needs	37
Parent Guidance	37

	Page
School-Community Coordinators	39
Parental Involvement	40
Home and School Association Meetings	40
Report Card Conferences	41
Parent Workshop Sessions	41
Volunteer Services	41
Career Awareness Activities	42
Tutoring Services	42
Extracurricular Activities	43
Community Based Activities	44
Community Agencies	45
Businesses	46
Professions	46
 VI. PRACTICUM DESIGN AND PROCEDURES ON THE JUNIOR HIGH SCHOOL LEVEL	 47
Selection of Students	47
Staff Development	48
Curriculum	51
Counseling	54
School-Community Coordinator	55
Parental Involvement	56
Mental Health Seminars	58
Extracurricular Activities	59
Community-Based Experiences	61
 VII. PRACTICUM DESIGN AND PROCEDURES ON THE SENIOR HIGH SCHOOL LEVEL	 63
Survey of Dropouts	63
Selection of Students	65
Selection of Site	67
Staff Development	69
Curriculum	73
Scheduling of Students	74
Provision of School-Work Opportunities	76
Basic Skills	77
Counseling	80
School-Community Coordinator	87
Parental Involvement	93
Extracurricular Activities	98
Business Community	103
 VIII. EVALUATION	 109
Elementary School	109
Attendance	109
Lateness	109
Academic Achievement	112
Discipline	113
Parental Involvement	115

	Page
Junior High School	117
Attendance	117
Lateness	118
Academic Achievement	119
Discipline	119
Parental Involvement	122
Senior High School	123
Attendance	123
Lateness	124
Academic Achievement	125
Discipline	132
Parental Involvement	132
Dropout Rate	135
IX. CONCLUDING STATEMENT	136
X. FURTHER APPLICATIONS AND DISSEMINATION	138
APPENDIXES	139
A. Parent Workshops Evaluation Form	140
B. Community Contacts	141
C. Program Contract Community	143
D. Dropout Questionnaire	144
E. Form EH6 School District of Philadelphia	146
F. Form EH7 School District of Philadelphia	149
G. Form H2C School District of Philadelphia	151
H. Confidential Application for Free or Reduced Price Meals.	152
I. Rollbook Leaf School District of Philadelphia	153
J. Forms 101A & 102A School District of Philadelphia	154
K. Form EH 4 School District of Philadelphia	156
L. Form CEH 14 School District of Philadelphia	157
M. Form EH 20 School District of Philadelphia	158
N. Form EH 21 School District of Philadelphia	159
O. Forms H 83 & H 84 School District of Philadelphia	163
P. Form CEH 132 School District of Philadelphia	167
Q. Form S 76 School District of Philadelphia	169
R. Force Field Chart	172
S. Subject Interest Questionnaire	173
T. Attitude Questionnaire	174
U. Three Sample Schedules	176
V. Counselor Interview Questions	177
W. Teaching Traits	181
X. Letter to Parents	182
Y. Parent Questionnaire	183
Z. Parents' Letter and Pledge of Cooperation	185
AA. Certificate of Award	187
BB. Explanation of Reading Levels	188
SELECTED BIBLIOGRAPHY	190

LIST OF TABLES

Table	Page
1. Number of Agencies, Businesses, and Professions Contacted and Number Who Responded	35
2. Number of Responding Agencies, Businesses, and Professions and Number Participating in Project	36
3. Student Questionnaire: Community Program Summary of Responses to Evaluation Questionnaire	36
4. Attendance at Parent Workshops	38
5. Student Evaluation Results of Community Visits and Guests Invited to School	54
6. Parent Evaluation of Mental Health Seminars	59
7. Target Students Remaining in Extracurricular Activities at the End of School Year	60
8. Participation in Community Activities	61
9. Dropouts and Responses by Sex	65
10. Dropouts and Responses by Race	65
11. Dropout Responses by Category	66
12. Attendance at Workshops	70
13. Teacher Trait Ratings	83
14. Record of Problems	89
15. Monthly Parent Meetings	92
16. Cluster Meeting Attendance	93
17. Parent Response to Questionnaire	94
18. Attendance of Parents at Seminars	98

Table	Page
19. Participation in Community Activities	101
20. Participation in Extracurricular Activities	102
21. Sites Visitation Record	106
22. Student Evaluation Results	106
23. Career Opportunities Record	107
24. Number of Absences	110
25. Number of Times Late	111
26. Comparison of Levels Attainment in Reading	112
27. Levels Increased in Reading	113
28. Comparison of Levels Attainment in Mathematics	114
29. Levels Increased in Mathematics	114
30. Disciplinary Referrals	115
31. Parent Attendance	116
32. Number of Absences	117
33. Number of Times Late	118
34. Mathematics Levels Tests	120
35. Criterion Referenced Test	121
36. Disciplinary Referrals	122
37. Parent Attendance	122
38. Number of Absences	123
39. Number of Times Late	124
40. Philadelphia Informal Reading Inventory Results	126

Table

Page

41. Peabody Individual Achievement Test Reading 1976-77	128
42. Philadelphia Mathematics Evaluation Test 1976-77 Level II	130
43. Philadelphia Mathematics Evaluation Test 1976-77 Level III	131
44. School-Community Coordinator Cluster Meetings 1976-77	134
45. Group Counseling Meetings 1976-77	134

CHAPTER I

IDENTIFICATION OF PROBLEM AND STATEMENT OF NEED

For many years the American way of life has indicated that education for all young people is a prime responsibility of the government. If we are going to train children to be responsible citizens, to maintain our way of life, and to be successful, contributing members of society, education for all must be a primary goal. Today, in the United States, education is compulsory. It is also free. However, an alarmingly large number of students leave school before graduating from high school. As a result of this, opportunities are wasted, mental capacities are not developed, and full and fruitful lives are not realized.

Approximately two or three decades ago, the educational system, the general public, and the national government began to join forces to attack the dropout problem. Most people realized that the dropout was becoming a socially significant problem.

During the 1960's Congress allocated large sums of money to encourage new programs, procedures, and alternative methods of dealing with the dropout problem.

In 1963, President Kennedy referred emphatically to the dropout problem in his State of the Union message to Congress. He also allocated one quarter of a million dollars in order to help schools and other organizations to find ways to alleviate the problem.

In President Johnson's message to Congress in 1965, he stated:

Every child must be encouraged to get as much education as he has the ability to take. We want this not only for his sake--but for the nation's sake. Nothing matters more to the future of our country; not our military preparedness--for our armed might is worthless if we lack the brain power to build a world of peace; not our productive economy--for we cannot sustain growth without trained manpower; not our democratic system of government--for freedom is fragile if citizens are ignorant.¹

Many studies have shown that when students drop out of school they become unemployed and become part of crime rate statistics. Twice as many dropouts are unemployed when compared with high school graduates.

More and more people in this country are moving to the cities. White collar employees are now outnumbering those in the blue collar category.

In order to be successful in society today, one must be able to read, write, and compute. Those who remain in school and increase proficiency in these areas have a much better chance of being successful economically as well as socially.

Unskilled and semi-skilled workers can no longer find the jobs that they once could. Automation is with us and is here to stay. Employers are looking for workers with advanced education. Many will not even interview job candidates unless they have received a high school diploma. The chances of a dropout finding employment are becoming smaller and smaller. They have already become the last to be employed and the first to be discharged.

¹President Lyndon B. Johnson, Educational Message to Congress (January 12, 1965).

There is no doubt that the school dropout has become a national problem. Approximately one out of three students drops out of high school before completing the twelfth grade. In our larger urban cities the number of dropouts is even greater. Campaigns have been initiated to bring the dropouts back to school again, but studies have shown that 50 to 75 percent drop out again before receiving their diplomas.

This country is affluent. However, no matter how affluent we are, we cannot afford to have over one million young people drop out of school each year and then not be able to find a job to support themselves. Our educational programs do not seem to be meeting the needs of these young people. Apparently we must begin to do something in education that we have not been doing in order to provide meaningful and successful experiences for these potential dropouts. The educational system must help them become contributing and cooperative members of society.

In 1972, Stanford University Professor Henry M. Levin released his survey of young men aged twenty-five to thirty-four who did not complete their high school education to the Senate Select Committee on Equal Educational Opportunity. His report, The Costs to the Nation of Inadequate Education,² emphasized the following:

. . . The males in 1969 who were 25-34 years of age and did not complete high school, cost the nation:

\$237 billion in income over the lifetime of these men

\$71 billion in taxes

² Henry M. Levin, The Costs to the Nation of Inadequate Education, prepared for the Select Committee on Equal Educational Opportunity, United States Senate (1972).

During the last few years, a large number of programs implemented to rehabilitate, train, or reeducate high school dropouts has been initiated. Many of them have been unsuccessful.

Also, most dropout programs are costly. The government still maintains funding for dropout prevention and rehabilitation programs, but it has not increased the amount of money available over the past few years.

In spite of this, however, many leaders in American education today are advocating that more money, time, and effort be spent in developing career education and other programs in order to save the potential dropout. When testifying before the Senate Select Committee on Equal Educational Opportunity on October 5, 1971, David Selden, president of the American Federation of Teachers, indicated that something must be done to reach the "dropouts, fallouts, or pushouts." He reminded the committee that these youngsters do not just "disappear" from our society. Instead, "they become part of unemployment, welfare, crime, and riot statistics."³

The United States Office of Education, the National Education Association Project on School Dropouts, and other educational organizations have cooperated in formulating a standard definition for the term "dropout." A "dropout" is a

. . . pupil who leaves school for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term "dropout" is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out

³William Howard, Dropouts: Prevention and Rehabilitation: Schools Rescue Potential Failures (Washington: National School Public Relations Association, 1972), p. 2.

occurs before or after he has passed the compulsory school attendance age, and where applicable whether or not he has completed a minimum requirement amount of school work.⁴

The dropout rates among the senior high schools in the School District of Philadelphia approximate those of other large city public high schools throughout the country. The latest statistics relative to the Philadelphia problem may be found in a School District of Philadelphia publication entitled "Philadelphia High School Dropouts."⁵ In this document, the dropout rate for each high school was computed for the 1974-75 school year by dividing the total number of dropouts reported by the average number of students on roll for each school in November 1974. Thus, for the city of Philadelphia, with an average high school enrollment in November 1974 of 66,352 students and with 8,921 dropouts reported for the year, we find a dropout rate of 13.4 percent.

For West Philadelphia High School, with an average enrollment during the school year 1974-75 of 2,894 pupils and with 492 dropouts reported for the year, we find a dropout rate of 17.0 percent. A survey of dropouts conducted at the end of the 1974-75 school year indicated that the distribution of dropouts according to reasons for leaving school was as follows:⁶

⁴Daniel L. Schreiber, Bernard A. Kaplan, and Robert D. Strom, Dropout Studies: Design and Conduct (Washington: National Education Association, Project on School Dropouts, 1965), pp. 72-73.

⁵School District of Philadelphia, Philadelphia High School Dropouts (Philadelphia, Pa.: Office of Research and Evaluation, School District of Philadelphia, 1975).

⁶School District of Philadelphia, Philadelphia High School Dropouts, District One (Philadelphia, Pa.: Office of Research and Evaluation, School District of Philadelphia, 1975).

Government service	46
Over compulsory school age	416
Employment certificate	24
Pregnancy	1

The large number of dropouts who left school as soon as they were over the compulsory school age is concrete evidence of a need to deal with the dropout problem at West Philadelphia High School. Apparently many students are just biding their time in grades ten and eleven until they reach the age at which they may legally drop from school.

The problem of the dropout at the Shaw Junior High School is not manifested by the actual dropping out of the students. The average junior high school student is not old enough to drop out of school. The students exhibit their dissatisfaction with the system by nonattendance, by cutting classes, by disruptive behavior in and around the school, and by a negative attitude toward school in general and the teachers in particular. At Shaw Junior High School, shortly after their arrival, potential dropouts begin to adopt manners and patterns of dress that are different from the average junior high school student. The potential dropouts' dress and manners are similar to older youth who have dropped out of school. They become negative, arrogant, and uncooperative in their relations with the school staff. Their manner of dress is also indicative of a belligerent and anti-establishment type of behavior.

At the Ferguson Elementary School, studies of sixth-grade graduates have revealed that approximately one-half of these students never complete the tenth grade.

Working with the attendance officer, the staff at Ferguson School noted the following characteristics of many of the students:

Poor attendance

Consistently low achievement

Tardiness

Feelings of insecurity

Poor parental cooperation

Since these same characteristics have been advanced in many of the studies summarized in the review of related literature in Chapter II of this report to describe the potential dropout, there is a definite need manifested at the Ferguson elementary school to solve the dropout problem.

Therefore, in an attempt to meet the needs and solve the problems of dropouts which begin to surface in the elementary grades, grow through the junior high school years, and finally manifest themselves in terms of an inflated dropout rate at the senior high school level, the writers of this report designed a program at all three levels to address the problems and eventually reduce the number of students who drop out of school before completing the twelfth grade. Even though there were three distinct levels involved in terms of school district organizations, and even though each group member worked specifically at one level, the three participants in this project cooperated and worked together in designing all aspects of the program. As the program develops through the next few years, some of the same students will continue to be involved. The participants will continue to work together to evaluate the results of the program and refine specific elements in light of those evaluations.

CHAPTER II

REVIEW OF RELATED LITERATURE

During the last fifteen years, research studies have identified a number of criteria which help us to predict whether a young person might drop out of high school before graduation. Among those most mentioned are the following:

1. Frequent academic failure
2. Inability to read and do arithmetic
3. Very little interest shown in school work and extra-curricular activities
4. A high rate of absenteeism
5. Hostile and disruptive behavior
6. Lack of encouragement on the part of parents

For instance, Notch¹ investigated attitudinal differences between a sample of dropouts and a group of retainers in the Newton, Iowa, Senior High School System. He found that the group remaining in school was significantly more positive in its attitude than the dropout group as related to perception of self as a student, self-concept, relationship with parents, relationship with teachers, interest in school, performance in school, cooperativeness in school, school behavior, and understanding of material.

¹Herbert L. Notch, "A Comparative Study of School Dropouts and Students in School at Newton Community Senior High School, Newton, Iowa," Dissertation Abstracts International, 36:7958-A, 1975.

At the University of Kentucky, Wade² compared eleventh- and twelfth-grade dropouts and nondropouts from vocational education programs in the Kentucky State Educational System. He concluded that over-age (failure) was a major factor in relationship to students dropping out of school. He further found that eleventh graders had a higher dropout rate than twelfth graders and that those students identified by teachers as being "seriously emotionally disturbed" and "juvenile delinquents" had the highest dropout rate.

In 1968, Anderson³ undertook a study to determine if there were significant differences in selected characteristics of those who dropped out of school when compared with the characteristics of those who graduated from high school after having attended the same elementary school. Anderson found that the intelligence quotients of the graduates were higher than those of the dropouts. The dropouts had a higher percentage of absenteeism than the graduates. The graduates did not fail any subjects during the first semester in high school, while approximately 32 percent of the dropouts failed one or more subjects. Anderson further found that the graduates' records of achievement in elementary school were better than those of the dropouts.

²Charles D. Wade, "A Comparison of Eleventh and Twelfth Grade Dropouts and Non-Dropouts from Vocational Education Programs," Dissertation Abstracts International, 36:1470-A, 1974.

³Edmond C. Anderson, "A Descriptive Study of Drop-Outs and Graduates with Implications for Drop-Out Prevention," Dissertation Abstracts International, 29:2461-A, 1969.

Renfrow⁴ studied differences of dropout and nondropout prone boys in a comprehensive, integrated suburban high school. He concluded from his study that dropout prone students are significantly more negative in attitudes and values and are rated by teachers as less well adjusted than nondropout prone students.

In Rialto, California, Hermanson⁵ studied potential dropouts in terms of attitudes and contributing factors to the dropout problem. He found that the typical school curriculum has not appealed to a large number of these students and that most students did not seem to care whether they dropped out or not.

An interesting study was undertaken by Lawrence⁶ in the state of Oklahoma. She identified and described student characteristics and adaptive behaviors in public schools with high dropout rates compared with those in schools with low dropout rates. She concluded that, in schools with high dropout rates, students demonstrated low participation and involvement, high apathy, decreased socialization, and decreased communication.

Studies in educational literature have shown that the teacher is the focal point around which any school program must be built. Teacher

⁴Omer W. Renfrow, "Dropout Prone and Non-Dropout Prone High School Boys: A Study of Differences," Dissertation Abstracts International, 29:449-A, 1968 .

⁵Donald D. Hermanson, "A Study of Potential Dropouts and Related Curriculum Revisions in Rialto, California," Dissertation Abstracts International, 33:142-A, 1972.

⁶Dorothy M. Lawrence, "Public High School Dropout Behavior. State of Oklahoma, 1973-74," Dissertation Abstracts International, 36:7067-A, 1975.

attitudes many times determine the success or failure of most educational ventures. Barton⁷ sought to determine if teachers actually caused dropouts. In studying dropout students and teachers of those students, she identified variables and attempted to find reasons for the cooperation or noncooperation of dropout students with teachers. Conclusions indicated that the teachers who were liked accepted ideas expressed by students, used less criticism, gave students a feeling of security, liked children and enjoyed teaching, were more sensitive to needs of children, were more tolerant and realistic, were less judgmental and authoritarian, among others. The findings from this study showed that the teacher is the most significant influence in the school and can cause students to drop out. It further indicated that teacher attitudes, personality characteristics, and teaching behaviors often determine whether a youngster will remain in school.

In terms of school programming in order to reduce the dropout rate, this writer has located various studies with many suggestions. For instance, Black⁸ investigated prevailing factors which led students to drop out of high school. The major conclusions drawn indicated that the dropouts were failing academically, their attendance was poor, there was little communication between the parents and the school, there was very

⁷Florence Richter Barton, "Do Teachers Cause Dropouts? A Study to Determine Attitudes, Personality Characteristics, and Teaching Behaviors of Teachers Who Are Effective with Dropout Students," Dissertation Abstracts International, 33:886-A, 1972.

⁸Arthur A. Black, "A Profile of High School Dropouts," Dissertation Abstracts International, 36:7760-A, 1975.

little participation in extracurricular activities, and the dropouts felt that the teachers were not concerned about them. Black goes on to point out that dropouts can be identified while still in school and something can be done to prevent some of them from dropping out of school. He further recommends studying cumulative folders, developing informational profiles for each potential dropout, revising curricular offerings, and involving the parents as much as possible.

Many studies such as one by Wilburn⁹ seem to conclude that work-study programs and career oriented educational offerings will reduce the dropout rate in high schools. Wilburn, for instance, compared the effects of a work-study program on identified probable dropouts, to the effects of a regular academic curriculum on similar students who were identified as probable dropouts. He concluded that both of the educational approaches used had some retention value for both groups of students. However, the work-study students seemed to have a higher percentage of retention than the academic students due, he concluded, to the specialized nature of their program.

On the other hand, Thornburg¹⁰ randomly selected entering high school freshmen in a rural Arizona high school, characterized as potential dropouts. Some received a special academic program and others were placed in vocational educational classes. The special academic class was designed to hold potential dropouts in school, as well as modify some of the

⁹George R. Wilburn, "The Effects of a Work-Study Program on Identified Probable Dropouts," Dissertation Abstracts International, 36:4448-A, 1975.

¹⁰Hershel D. Thornburg, "Attitudinal Determinants in Holding Dropouts in School," The Journal of Educational Research, January 1975, pp. 181-185.

negative attitudes toward school. Thornburg found that the academic students maintained their attitude toward school with no drop in attitude occurring. In contrast, the potential dropouts in vocational classes showed a slight negative shift in attitude. A control group, assigned to regular classes, showed a significant negative shift in attitude. A lower dropout rate was also found among the special academic students when compared with the other two groups.

Scales¹¹ conducted a study in California high schools to find ways of reducing high school dropout rates. He concluded, first, that there is a need for the potential dropout to be liked and respected and made to feel worthwhile by adults. Parents, counselors, and teachers must fulfill this need. Secondly, the potential dropout needs to have a feeling of realistic achievement. A third need is that of belonging, which is closely related to success and self-worth.

The success factor, in terms of academic achievement, seems to be extremely important in the retention rate studies. Most studies point out that failing students drop out significantly more than other students. Thayer¹² studied this problem at Long Beach University and concluded that grading systems which minimize low grades and maximize high grades seem to be more effective in retaining college students.

¹¹Harry H. Scales, "Another Look at the Dropout Problem," The Journal of Educational Research, April 1969, pp. 339-343.

¹²Robert E. Thayer, "Do Low Grades Cause College Students to Give Up?" The Journal of Experimental Education, Spring 1973.

Surveys throughout the country show us that most programs developed to reduce the number of dropouts have been initiated at the high school level. It is the contention of the writers of this report that by the time students should be in high school, many have already dropped out, cannot be located, or cannot be lured back to the school premises. Their ages, seventeen years or more, are, in most instances, accepted by school officials as a reason for dropping them from the rolls.

The school system which plans a fundamental attack on the dropout problem must also consider the forces affecting its pupils in the early school years and even the pre-school years.¹³

Thus, this program is designed to identify and provide a program for potential dropouts at the elementary, junior high, and the senior high school. And there is research to support this strategy.

For instance, Hermanson¹⁴ recommended that, on the basis of his conclusions, individualized educational programs with increased personal contact and guidance be developed at the elementary school level. He further recommended that increased emphasis on the teaching of reading be employed and tied to student needs and interests.

In the study by Lawrence,¹⁵ it was pointed out that early identification of potential dropouts and prescriptive educational program

¹³ Charles Allen, Combating the Dropout Problem (Chicago: Science Research Associates, 1956), p. 22.

¹⁴ Hermanson, "A Study of Potential Dropouts and Related Curriculum Revisions," p. 142-A.

¹⁵ Lawrence, "Public High School Dropout Behavior," p. 7067-A.

planning be initiated in elementary schools and continued through high schools. She also identified career education and the availability of vocational education from elementary grades through the high school as being pertinent to the dropout problem.

As was indicated by Eeles,¹⁶ there are school-related factors present in grade six that predict who will drop out in the eleventh and twelfth grade. Conclusions drawn by Eeles indicated that data available in regular elementary schools can be utilized to predict with 70 percent or greater accuracy who will drop out of high school in grades eleven and twelve. He also concluded that identification of future high school dropouts can be successful as early as grade six.

Also, Anderson¹⁷ identified characteristics for which information was available from pupil permanent records at the end of grade six, which differentiated between dropouts and persisters in two rural southwest Missouri schools. She concluded that potential dropouts could be identified at the end of grade six on the basis of information available from permanent records. Factors differentiating dropouts and persisters were absenteeism, low grades in reading, arithmetic, and social studies in grades five and six, repetition of one or more elementary grades, and lower intelligence quotients.

¹⁶Ronald Alfred Eeles, "School Related Factors Present in Grade Six That Predict Grade Eleven and Twelve Dropouts," Dissertation Abstracts International, 31:3263-A, 1970.

¹⁷Willie Ruth Gibson Anderson, "Characteristics of Potential Dropouts During Grades Five and Six in Two Southwest Missouri Schools," Dissertation Abstracts International, 34:5705-A, 1974.

Yudin, Ring, Nowakiwska, and Heinemann¹⁸ compared records of fifty high school dropouts and fifty high school graduates admitted to college to determine at what point the two groups became significantly different. They found that most differences in academic performance, behavior ratings, absenteeism, and intelligence quotient were already significantly different in first grade and became increasingly more disparate with the passage of time. The authors concluded that the decision for dropping out seems to be made early in a student's school career.

Kutcher¹⁹ conducted a study on the "part-time" dropout--the high absentee in the elementary school. In general, he concluded that family factors, such as attitudes toward education and the child's school, toward intellectualism, and toward mutual understanding with the child, were related to elementary level absenteeism and maladjustment. This suggests, according to Kutsher, that the dropout syndrome begins in the home and can be recognized as early as the first grade.

¹⁸Lee W. Yudin, Stephen I. Ring, Myro Nowakiwska, and Shirley H. Heinemann, "School Dropout or College Bound: Study in Contrast," The Journal of Educational Research, October 1973, pp. 87-93.

¹⁹Louis W. Kutcher, "The Part-Time Dropout: Family and School Achievement Characteristics of the High Absentee in a Low-Income Elementary School," Dissertation Abstracts International, 33:3037-A, 1972.

CHAPTER II

OBJECTIVES

The objectives of an educational program for potential dropouts are, in general, the same as the educational objectives for all students. The youngster who is a potential dropout is being educated so as to make the greatest use of his abilities to satisfy his own needs as well as the demands of the society in which he lives. Personal adjustment should be realized; healthy interpersonal relationships should be established; a satisfactory social adjustment should be achieved.

Specifically, the following objectives represented the expected accomplishments as a direct result of the strategies, design, and procedures employed in this program.

1. By the end of the year 1976-1977, the attendance and lateness records of 50 percent of the potential dropouts in the target groups at all three schools shall have improved to indicate a 25 percent decrease in the number of absences and times late. This will be gauged by comparing school attendance and lateness records of the target populations for the year 1975-76 with the year 1976-1977.

2. By the end of the year 1976-77 the academic achievement of 50 percent of the target population in the three schools in terms of basic skills shall have been improved.

- a. In the elementary school, the achievement shall be raised at least one level in reading as measured by a pre-post administration of the Philadelphia Criterion Referenced Tests.¹ In mathematics, the achievement shall be raised at least one level as measured by a pre-post administration of the Philadelphia Mathematics Levels Tests.²
- b. In the junior high school, 50 percent of the target population will advance at least one level in reading and mathematics as measured by a comparison of the test results of the Philadelphia Criterion Referenced Tests and the Philadelphia Mathematics Levels Tests in 1975-76 and 1976-77.
- c. In the senior high school, achievement shall be raised in reading as measured by a comparison of the California Achievement Test³ results in reading, the Philadelphia Informal Reading Inventory,⁴ and the Peabody Individual Achievement Test⁵ administered in the years 1975-76 and 1976-77. Also, 50 percent of the target population will

¹School District of Philadelphia, Philadelphia Criterion Referenced Tests, Office of Curriculum and Instruction, 1976.

²_____, Philadelphia Mathematics Levels Tests, Office of Instructional Services, Division of Mathematics Education, 1969.

³Ernest W. Tiegs and Willis W. Clark, California Achievement Tests, Monterey, California: McGraw-Hill, 1970.

⁴Temple University, Philadelphia Informal Reading Inventory, Philadelphia: Department of Psychology, Reading Clinic.

⁵Floyd M. Dunn and Frederick C. Markwardt, Peabody Individual Achievement Test, Circle Pines, Minnesota: American Guidance Service, 1970.

advance at least one level in mathematics as measured by a pre-post administration of the Philadelphia Mathematics Evaluation Tests.⁶

3. By the end of the year 1976-77, the number of disciplinary referrals to the school administration for the target populations shall have been decreased by 25 percent as compared with the discipline referrals made for the target populations in the year 1975-76.

4. By the end of the school year 1976-77, the involvement of parents of the target populations in school-related activities shall have increased by 25 percent as compared with the involvement of parents during the year 1975-76. This will be gauged by comparing attendance records of parents for each of the activities involving parents.

5. Experience tables at West Philadelphia High School have indicated that 80 percent of the students who drop out of school exhibit dropout potential characteristics as described previously. By the end of the school year 1976-77, the number of target population dropouts will be decreased to 70 percent.

⁶School District of Philadelphia, Philadelphia Mathematics Evaluation Tests, Office of Instructional Services, Division of Mathematics Education.

CHAPTER IV

OVERALL STRATEGIES AND TEAM RESPONSIBILITIES

As was indicated in the statement of objectives, one of the purposes of this practicum was to reduce the number of dropouts at the senior high school level by 10 percent for the 1976-77 school year. Dropout studies have shown that potential dropouts are characterized by a record of poor attendance, poor academic achievement in the basic skills of reading and mathematics, a relatively large number of disciplinary referrals while attending school, and an apathy on the part of parents relative to school-related activities. Consequently, in order to reduce this dropout rate, program strategies were concentrated in these four areas at all three levels and in all three schools.

Since the objectives of this practicum were all interrelated, the strategies had to be interrelated also. For instance, some students do not attend school because they cannot read or compute. Students who cannot read or do arithmetic usually become disciplinary problems. Many parents are not concerned whether or not their youngsters misbehave or fail their subjects. Students then become frustrated and, feeling that no one cares, stay away from school and eventually drop out.

Based on the research studies previously cited in this report, and additionally based on the stated national and depicted local need in the three Philadelphia schools, an overall strategy was planned including the following major segments of the project.

Selection of Students

From all of the students who exhibited characteristics of potential dropouts, as described in the research literature, a random target group of forty to fifty students enrolled in each school was selected. This was accomplished by staff members and other assistants working under the direction of the principal. The target groups were selected through a process of examination of student records such as cumulative records, daily attendance sheets, academic records, and discipline referral forms, among others.

Selection of Teachers

Teachers were selected from the existing staff in each school by the principal using the following criteria as a basis for selection.

1. Has established a good relationship with students and staff
2. Is willing to serve as an advocate for the students with other members of the staff
3. Possesses excellent skills in creating a classroom atmosphere that permits student participation
4. Uses creative and innovative teaching methods and techniques
5. Is energetic in discharging teaching responsibilities
6. Believes in and is enthusiastic toward the goals and objectives of the project

Staff Development

Since the teacher is the key to any program dealing with youngsters in the classroom, the role of the teacher was extremely important in working with the target group in each school. Positive attitudes were an absolute

necessity, an understanding of effective basic skill teaching techniques was essential, and the use of techniques and devices for dealing with disciplinary and emotional problems in the classroom were considered to be extremely important. In order to deal with this aspect of the dropout problem, a series of workshop training sessions was conducted for the staff who were involved with the target groups in each school.

Curriculum

One specific strategy that was followed in all schools was to involve the staff in a study of the curriculum to make certain that it was vital, well organized, functional, and based on the needs, interests, and abilities of the target population. Reading and mathematics were stressed with scheduling as flexible as possible to provide for student use of community resources related to cultural, vocational, and career interests.

Counseling

The counseling staff was individually and personally involved with the target group in projecting a strong, supportive, thorough, and qualitative program. Educational, vocational, and personal adjustment counseling was stressed in an effort to help each youngster develop an image of a productive, capable, knowledgeable, and successful individual.

School-Community Coordinators

The school-community coordinators served as a vital link between each school and its community. As a result of conducting home visits and participating in the programs of the social and community agencies, the

school-community coordinator was familiar with the attitudes, needs, concerns, and interests of the parents toward their children and the school.

The school-community coordinators interviewed each potential dropout and each parent. They distributed and collected parent questionnaires and met with the parents in cluster meetings. They also worked with counselors and teachers to identify community resources that served pupil interests and offered support to parents.

Parental Involvement

Parents were a vital part of this program to reduce the dropout rate. Apathetic attitudes, suspicions, and fears had to be erased and a cooperative spirit engendered between the home and the school in an effort to assist the youngster. Parents were visited in their homes, talked with on the telephone, and invited to participate in workshops, counseling programs, classroom activities, school-wide activities, school volunteer activities, and community-based experience. Information was shared in an attempt to help parents develop an attitude of support and cooperation.

Extracurricular Activities

An adjunct to the curriculum was the extracurricular program at each school level. A conscious effort was made to involve the potential dropout target groups in these activities since a survey conducted in each school indicated that only a few members of the target groups were involved. Each student was presented with a list of the activities offered; the counselors, teachers, and other staff members discussed

the activities with the students; selection was made on the basis of interest and proficiency.

Community-Based Experiences

The community was an integral part of the program to save potential dropouts. Contacts were made by the school-community coordinators, counselors, and teachers with community agencies, institutions, and businesses. The contacts served the purpose of forming direct connections for each student that were within his purview of interest.

The community contacts aided the student in becoming aware of extended resources, offered many direct, hands-on experiences, and helped the student to effect a relationship with meaningful outside resources and businesses that would serve him later in his adult life.

Roles of the Practicum Participants

As was indicated previously, the three participants in this project cooperated and worked together in designing all aspects of the program including the planning of overall strategies. Initially, the participants met in numerous conference sessions discussing, planning, and designing strategies that could be used at the three levels in each of the three schools. These conference sessions continued throughout the year of the practicum and will continue during future years. Additionally, monthly visits were made to each of the three schools by the team members to observe, discuss, plan, revise, and further develop each phase of the practicum. Formative evaluation took place in terms of the progress which was made at each school location.

The School District of Philadelphia is comprised of approximately 250,000 students and 13,000 staff members. In order to counteract the unwieldy nature of such a large and complex organization, the School District has been subdivided into eight administrative districts, each under the administration and supervision of a District Superintendent.

This group practicum was performed in three of these eight administrative districts each located in a different section of the city of Philadelphia. The three group participants each worked at a different level and brought special expertise to bear on the solution of the dropout problem.

At the high school level, the practicum was performed at the West Philadelphia High School by the principal of that school, Mr. Walter H. Scott. As the principal of that school for the past ten years, Mr. Scott brought his background, knowledge, commitment, and understanding to the solution. In addition to this, Mr. Scott had control over the various stages of the practicum and was able to assure its implementation, facilitation, evaluation, and dissemination. He was accountable for surveying the characteristics of dropouts, contacting each of them for individual information relative to the problem, identifying potential dropouts enrolled at West Philadelphia High School, conducting the curricular, counseling, staff development, and parental involvement programs, and evaluating the results of the practicum.

The practicum at the junior high school level was performed at the Shaw Junior High School by Mr. Samuel Beard, Administrative Assistant to the Deputy Superintendent of Field Operations for the School District

of Philadelphia. Having been a former elementary, junior high, and high school principal, Mr. Beard brought city-wide experience as well to the solution of the dropout problem. Mr. Beard felt that the junior high school was the crucial area relative to the dropout problem and brought his expertise especially to this area. In his capacity as Administrative Assistant he worked with the principal of the Shaw Junior High School in implementing, facilitating, and evaluating the practicum. When the practicum was completed, Mr. Beard proved to be invaluable in making certain that the program was disseminated throughout the entire city, so that any principal in any school at any level is now able to use the results of the practicum in helping to alleviate the dropout problem.

Mrs. Sadie Mitchell performed the practicum at the elementary school level. Mrs. Mitchell has been an elementary school principal for the past ten years. She has believed for years that in order to alleviate the dropout problem, one must begin in the elementary years. As principal of the Ferguson Elementary School, one of the largest elementary schools in the city of Philadelphia, Mrs. Mitchell was able to identify potential dropouts, implement, facilitate, and evaluate the practicum in the school for which she is responsible, and assist in the dissemination of the results.

CHAPTER V

PRACTICUM DESIGN AND PROCEDURES ON THE ELEMENTARY SCHOOL LEVEL

Selection of Students and Teachers

In April 1975, the principal of the Ferguson School held a meeting with the staff to discuss pressing problems of attendance, lateness, negative attitudes, and poor achievement on the part of many students. The staff agreed, after discussion, that the problem was increasing and that aid was needed. It was also realized that these signs were indicative of a future dropout problem.

The staff also agreed that the solution to the problem was going to be difficult. The school is situated in the heart of North-Central Philadelphia. Ninety-five percent of the school families are on welfare. On the average, parents have no more than an eighth-grade education. The ethnic composition is 63 percent black, 30 percent Puerto Rican, and 7 percent white.

A group of teachers agreed to meet with the principal and develop a plan to address the problem. As a result, in August 1976, two fifth-grade teachers and two sixth-grade teachers, the school counselor, two school-community coordinators, two classroom aides, and the principal met to discuss the problem of reducing the number of potential dropouts at the Ferguson School. This planning group was named the Project Team.

The initial effort was spent in identifying pupils who met the criteria for potential dropouts. The characteristics of poor attendance, poor academic achievement in basic skills of reading and mathematics, continuous aggressive and belligerent behavior, and apathetic parents, were employed to identify twenty-one fifth- and twenty-one sixth-grade pupils.

The teachers involved reviewed reading and mathematics records of each pupil. Since it seemed important to group the students according to their levels of achievement rather than by grade, pupils achieving from the pre-primer through level five were assigned to teacher A. Those pupils whose achievement ranged from level six through level ten were placed with teacher B.

Teacher A and teacher B were selected by the principal after reviewing applications that had been submitted by twelve members of the school staff. The criteria used for selection were those listed on page 21.

Staff Development

A staff development program was designed for the two teachers, two classroom aides, and one counselor. Sixteen training workshops were conducted for eight months beginning in October.

A team composed of the school reading and mathematics teachers and personnel from the Affective Education Department of the Philadelphia School District provided the leadership. The reading teacher served as the instructional coordinator of the staff development leadership team.

The staff development program focused its efforts in three general areas including the basic skills content and teaching strategies, modifying teacher behavior, and modifying pupil behavior.

It was most important that teacher behavior in the classroom be observed to determine transfer of learning from training sessions to classroom implementation. The principal monitored the teaching/learning process. Each teacher was visited at least once each week. The principal observed a different subject being taught each week.

After approximately five months, the principal observed a notable modification of teacher behavior. It was also observed that this change in the teachers' behaviors resulted in positive pupils response.

Curriculum

Reading

In the fifth and sixth grades reading took precedence over other subjects. The emphasis was on comprehension. The components of comprehension were expressed in the developmental skills of recognizing the main idea, drawing conclusions, making inferences, putting ideas into sequential order, and forming opinions. The attention given by the teacher was individualized for each pupil. Prescriptions changed as student needs changed.

It was recognized that language deficits, which existed among a majority of the forty-two pupils, seriously impaired their reading success. The majority of the target population slurred or dropped endings and displayed inconsistent syntax. Their vocabulary was limited. Common words related to everyday activities were unknown, e.g., "slight," "eliminate," "cast," "theater," and "spin." Remedial reading was offered to those pupils who had difficulty with the regular program.

It was also recognized that there was little correlation between pupils' syntax and commercial reading materials, thus causing difficulties in reading fluency. The inadequacies of the pupils' language did not provide them with applicable clues. The material to be read was foreign to the pupils.

A reluctance to approach reading was also observed. These pupils were accustomed to failure. Past experiences had supported a low self-image and expectancy level.

The teachers developed a profile for each pupil. Each profile contained information disclosing a diagnosis of skill development in:

Word Recognition

Comprehension Skills

Study Skills

The profiles also contained prescriptions for treatment and evaluation measures.

Systems 80 and reading-listening centers provided reinforcement of instruction and extensive practice. Systems 80, a remedial reading machine, with immediate reinforcement, presented incomplete sentences related to previously read stories. The correct answer was selected from a group of three or four possible answers. If the correct decision was made, the pupil proceeded to the next exercise or to a more advanced level of work. Further work on the same level was necessitated, if incorrect responses were made. An aide or tutor carefully monitored all progress.

In the comprehension area, the teachers and pupils constructed experience stories. Individual and group stories were constructed. An

analysis of these stories followed with emphasis on the main idea, drawing conclusions and inferences, and ordering ideas.

Writing, Spelling, and Oral Presentation

Pupils were encouraged to express their thoughts in writing or in speaking for various real or simulated situations. Writing letters were made real situations. Letters to friends were written. Letters were also written to community business establishments and professional organizations.

Pupils were given opportunities to write stories about their experiences. The lessons permitted the teachers to focus on paragraph elements, length, topic sentence, and closing thought. Paragraphs showing comparisons and contrasts were used in the functional approach to writing.

The functional approach was also used in oral presentations and interpretations. Occupations were reviewed; pupils were asked to give directions to a place in the community.

Tape recorders were used daily. This experience offered pupils the opportunity to hear their own voices and to later work toward the improvement of tonal quality of intensity. Simulated telephone conversations served to help pupils speak clearly, distinctly, and courteously.

Spelling words included those related to the pupils' world. The target pupils needed a basic vocabulary. They needed help in recognizing words related to their other subject areas. Teachers compiled lists of words commonly used, adding subject area words. Those words frequently misspelled in paragraph usage provided the study-word list for individuals.

Mathematics

The unit approach was used in the study of mathematics. The units followed the Philadelphia Mathematics Levels Guide and focused on:

Numeration
Integers Operations
Fractional Numbers
Measurement
Problem Solving

Although the topics were traditional, the activities involving students in their project were highly individualized and varied. The teaching of a basic skill took place in group sessions. Reteaching and review for reinforcement were accomplished in a laboratory-like setting in the classroom, school yard, hallway, or other places deemed suitable by the teachers.

The increments of learning were kept small and only advanced when a pupil's demonstrated grasp of the concept or concepts dictated moving on to a higher level. Profiles for each pupil, similar to the reading profiles, were kept.

Career Awareness

An important segment of the curriculum included a community-based program of career awareness. Special arrangements were made so that pupils could engage in community activities twice each month. Parents and/or school personnel escorted the pupils to the activities.

Individual group conferences were scheduled at the school site to complete the career awareness tasks. The emphasis of the program was on the students, not the project.

Counseling

Counseling was considered to be an important component of the project. With the assistance of the principal, the counselor devised a program which emphasized the following:

1. Pupil behavior
2. Academic needs
3. Career awareness
4. Social needs
5. Parent guidance

Pupil Behavior

Each pupil visited the counselor for a period of one-half hour twice each week. Each visit was structured to include discussions on acceptable peer and adult relationships. Pupils were required to think through situations and resolve problems relative to behavior.

Academic Needs

The counselor's responsibility in terms of academic needs was to review the pupil's progress with each individual child. This afforded the pupils the opportunity to express their feelings either pro or con about their subjects. When negative attitudes were expressed, the counselor engaged the pupils in conversations that revealed reasons for those attitudes. These reasons were transmitted to the teachers so that they could plan their work accordingly.

Career Awareness

The counselor and teacher worked as a team to provide a career awareness thrust that introduced to the pupils the cultural and vocational aspects of community life. Community agencies, businesses, and professions that included programs and activities representing interests of pupils were identified and contacted. The program was described and each contact was asked to respond and indicate willingness to participate. See table 1 for the number of contacts and responses. To those who agreed to participate, a program contract was presented and signed by the community person, school principal, parent, and pupil (see appendix C).

The participants included the following:

Y.M.C.A.
 R. W. Brown Boys Club
 Hartranft Community Center
 7th Street Methodist Church
 Y.W.C.A.
 Heritage House
 Wm. Penn High School
 Temple University
 Communications Department
 Dance Department
 Music Department
 Library Ferguson School
 Bell Telephone Company
 Physical Education--Ferguson School
 Music--Ferguson School
 Art--Ferguson School
 Ludlow Health Clinic
 Philadelphia Naval Yard
 General Electric Company
 Armed Services Recruitment Unit
 Philadelphia Gas Works
 Philadelphia Police Department
 Philadelphia Fire Department
 Customs House
 First Pennsylvania Bank
 Pennsylvania State Department
 Smith, Kline and French
 Municipal Court
 Free Library of Philadelphia
 North Carolina Mutual Insurance Company
 Progress Plaza
 Pennsylvania Hospital

St. Christopher's Hospital for Children
 Children's Hospital
 Queen Casuals Dress Company
 Judge Clifford Green--Common Pleas Court
 Suber Lewis, Lawyer
 Eugene Clark, Lawyer
 Beverly Graves, M.D.
 E. Wesley, D.D.S.
 Floyd Baker, D.D.S.
 Community College
 Rosenbluth Travel Agency

Forty-three community agencies or persons agreed to participate in the career awareness program. See table 2. Pupils were assigned to the agency of institution that best represented the pupils' interests. Time schedules and duration of program were flexible, arranged in consonance with the professional or business person's time.

Table 1

Number of Agencies, Businesses, and Professions Contacted
 and Number Who Responded

Agencies Businesses Professions	Number Contacted	Number Responded
Community Agencies	17	16
Businesses	18	18
Professions (Individual) (M.D., Lawyer, Dentist)	38	38

The students were asked to complete a questionnaire in order to determine their feelings concerning the career awareness program. Judging from the responses tallied as represented in table 3, thirty-eight, or 90 percent, of the pupils enjoyed the program. Thirty-five thought the program should be included in the regular school curriculum. Only three pupils

refrained from informing their friends. All wanted to earn more money than they thought their families earned now. Thirty-three were interested in working in a similar job when they graduated from school.

Table 2

Number of Responding Agencies, Businesses, and Professions
and Number Participating in Project

Agencies Businesses Professions	Number Responded	Number Participated
Community Agencies	16	8
Businesses	18	15
Professions (Individual) (M.D., Lawyer, Dentist)	38	20

Table 3

Student Questionnaire: Community Program
Summary of Responses to Evaluation
Questionnaire

Questions	Yes	No	Maybe
Did you enjoy your assignment?	38	2	2
Did you participate in the community assignment every scheduled day?	42		
Did you understand the tasks?	38		4
Would you like to work in this kind of program again?	42		
Should such a program be a part of the regular school program?	35	1	6
Will you tell your friends about this program?	40		3
Would you like to work in a similar job when you grow up?	33	4	5
Would you like to earn more money than you think your family earns now?	42		

Social Needs

In the area of social needs, the counselor provided a program that encouraged acceptable social behavior. Counseling was designed to motivate pupils to be creative, to show respect for others, to share, to complete work, and to be accurate and proficient in work and play activities. Problem-solving techniques were utilized by the pupils with the assistance of the counselor to interpret and redesign everyday experiences so that the pupils were relieved of daily pressures and problems.

Parent Guidance

A series of training workshops was organized for parents of the target classes. Twenty-five parents agreed to attend. The director of Family Services, a United Way organization, the counselor, and the principal helped plan the sessions. The program was designed to reach the core of parent problems as the school and parents viewed them. The following practical and attainable goals were formulated:

1. To demonstrate parents' responsibility in the teaching/learning process
2. To identify social and academic skills that pupils need for functioning in the community
3. To demonstrate activities that will help in the development of these skills
4. To identify ways in which the school can help parents achieve success in the child training process.

The counselor and the director of Family Services met with the parents once each week, on Wednesday mornings for eight weeks. Table 4 summarizes the number of parents who attended each workshop.

Table 4
Attendance at Parent Workshops

Sessions	No. of Parents Attending	Percentage
First Week	25	100
Second Week	14	55
Third Week	13	52
Fourth Week	16	64
Fifth Week	24	96
Sixth Week	17	68
Seventh Week	10	40
Eighth Week	22	88

The counselor invited the reading and mathematics teachers to assist parents in constructing game activities (instructional aids) that would later be employed at home to help children with word recognition skills, comprehension skills, number concepts, and simple number operations. Demonstrations helped the group understand how and when to use the various instructional aids.

To acquaint parents with the behavior patterns of children, the counselor presented each participant with a list of child behaviors. Each parent was requested to identify the behavior as either aggressive (acting out) or submissive (withdrawn). The list included:

fighting	stealing
cursing	rebellious
biting fingernails	excessive arguing
teasing (excessive)	vandalizing
lying	causing conflict among others
making a friend	sulking
tattle telling	continually playing alone
pouting	sharing
hysterical crying	overeating

After the matching process, the behaviors were discussed in terms of meeting the needs of attention, affection, approval, and acceptance.

At the final workshop session, the parents were asked to complete an evaluation form relative to their opinions of the program. The responses were highly favorable and constructive suggestions were offered for future workshops. See appendix A for a sample of the evaluation form.

School-Community Coordinators

Two school-community coordinators played an important part on the Project Team. As coordinators, they had the responsibility of linking the school with the community in such a way as to make the flow of communication as smooth as possible.

Contacts with parents and community persons were imperative. Many hours before school and after school were devoted to reaching parents who could not be contacted during the regular school day. One of the two coordinators was of Spanish origin. Her efforts with the Spanish-speaking community were invaluable.

A major responsibility of the coordinators was in the area of contacting parents and assuring attendance of those parents at the eight workshop sessions. The coordinators verified dates and times of the workshops.

A second major responsibility of the coordinators focused on the career aspect of the program involving community-based activities. The coordinators helped the Project Team identify agencies, businesses, industries, and professions that were within the school community. After contacts were made, the coordinators, with a group of parents, scheduled and escorted the pupils to their community activities.

Parental Involvement

Parents of the target population were included in several phases of the school life. These phases included the following:

1. Home and school association meetings
2. Report card conferences
3. Parent workshop sessions
4. Volunteer services

Home and School Association Meetings

Past experience had revealed that few parents of the target population attended home and school association meetings for a number of reasons. Baby-sitting problems, employment schedules, and various family problems were among the most frequent reasons.

The major purpose of the home and school association was to develop an alliance between the home and school for the improvement of communications. The parents of the target population engaged in activities centered around fund raising, holiday events, the new teachers' tea, a reception for new parents, and a reception for volunteers. Eight parents

of the target population participated regularly in the association's activities and several other parents attended functions on an irregular basis.

Report Card Conferences

The parent meetings in December and March were well attended. Progress of the potential dropouts involved in the community activities career awareness program was reviewed in each parent-teacher conference. Each parent was urged to read all papers and records pertinent to his/her child's progress.

Teachers A and B reported parent attendance in December and March at conferences as being almost 100 percent. The seven parents who did not appear were later contacted by the teachers concerned.

Parent Workshop Sessions

Many parents attended the workshop sessions as described in the section relative to the counseling program. As a result of these sessions, the parents reported that they accepted responsibility readily, were able to assist their children, and felt cooperative with respect to the school program. The evaluation form indicated parental approval of the sessions. See appendix A.

Volunteer Services

There were many opportunities in the school for volunteer services. Volunteers were recruited by the school-community coordinators, officers of the home and school association, and by pupils. Parents

were apprised of the various services needed. They then completed an application (see below) which was submitted to and screened by the principal during the month of October 1976.

Application for Volunteer Service

I do hereby apply for the volunteer job of

Name _____ Address _____
 Telephone No. _____ Child's Name _____

Five hundred twenty-two volunteer service hours were recorded for twenty-seven volunteers. These volunteers were all parents of pupils in the dropout program. On the average, the twenty-seven parents performed a school service for at least one hour each week for twenty weeks. An explanation of some activities and services follows.

Career awareness activities. Parents participated in the career outreach by serving as transportation guides and assistants to pupils in their visits to the various community agencies, businesses, and professional establishments.

Tutoring services. An important component of the instructional phase of the practicum was the tutoring program. Fourteen parents from the target population volunteered to participate in the classroom programs. They were assigned to a room and given a time schedule that was convenient for them.

Tutoring was accomplished on a one-to-one arrangement, i.e., one tutor to one pupil. Another arrangement involved one tutor working with no more than three pupils.

A plan of remediation was developed by the classroom teacher for each pupil who needed the treatment. The tutor, with the materials and supplies provided, focused on reading skills, language concepts, and mathematics learnings. The remedial work provided the additional reinforcement required in the learning process for certain pupils.

Careful monitoring of tutors was provided by the classroom teacher, the reading teacher, and the mathematics resource teacher. Monitoring consisted of reviewing the plans with the tutor, explaining areas, checking knowledge and competence of tutors, and observing the tutors in action with the pupils.

Extracurricular Activities

When the Project Team reviewed the rolls of the various extracurricular activity groups, they noted the names of only two pupils from the target population. These pupils were members of the inter-league basketball team.

When interviewed by the counselor, the remaining forty pupils gave many reasons for not participating. Among the excuses were:

"I don't know."

"I didn't like any of them."

"My mother wants me home after school."

"I don't want to go to them."

The students reported that the presented list of activities did not interest them. However, because of union contract provisions, the

program could not be expanded. Because of the feelings of the target population and the restrictions placed upon the program by the contract, the Project Team sought to involve the students in community-based activities.

Community Based Activities

One aspect of this program was to tap as many community resources as possible and engage them in a cooperative program with the school. The Project Team agreed that community organizations, businesses, and professions were to be contacted.

Matching community agencies, businesses, and professions with a name or title and address was accomplished. The task, started during the summer of 1976, was completed by the second week in September 1976. The telephone directory, several community directories, daily and community newspapers, and knowledgeable community persons served as sources for compiling the information. The school-community coordinators spent many man-hours bringing this task to closure. When completed, the product was submitted to the team for the task of making contacts. See appendix B.

Over the principal's name, letters to the community contacts were prepared. Mailing was paid for through the school petty cash fund. Each contact was followed with a telephone call to make certain of a response. It was important to have a definite answer from each agency, business, and professional person.

Three meetings were held to accommodate those with busy schedules. The meetings included a thorough explanation of the role each participating organization would play. Questions and answers followed.

Contracts (see appendix C) were then distributed. It was requested that contracts be returned within one week so that the scheduling of pupils could begin. Of the original seventy-two community contacts made, forty-three agreed to participate in the program.

Pupils were assigned twice each month to an agency, business, or profession in which the pupils were interested. Each community employer kept an attendance record and a brief monthly summary of each pupil's behavior and attitude.

The program helped pupils understand the following realities:

1. In the business and professional offices, tasks are routine, time is not wasted, each employee is expected to carry out his/her share of the work load.
2. Employees are paid for the work they perform.
3. Businesses and professions are financially dependent upon the public even though their operations are privately owned.

Community Agencies

Comprising this group were secondary schools, institutions of higher learning, community centers, boys' and girls' clubs, churches, hospitals, and state welfare and labor offices. Also included in this group were Philadelphia city and county departments and agencies including the fire and police departments, museums, recreation centers, courts, libraries, child care centers, public health clinics, and area offices of the Anti-Poverty Action Commission. State and federal agencies were also included.

Businesses

Another division included businesses, small and large. The team was selective in its contacts, attempting to involve as many black and Spanish enterprises as possible. In this category the following were contacted: Opportunities Industrialization Center, banks, neighborhood stores, manufacturing plants, insurance companies, travel agencies, and drug stores.

Professions

The third and last division was the professions. Foremost in this grouping were the professions of medicine, dentistry, pharmacy, education, architecture, law, engineering, recreation, nursing, and social work. Since the team concentrated on the most familiar professions, the task of identifying persons within those professions was not difficult.

CHAPTER VI

PRACTICUM DESIGN AND PROCEDURES ON THE JUNIOR HIGH SCHOOL LEVEL

Selection of Students

In every school, there are young people who are exceptional to the degree that their educational needs cannot be met in the regular school program. At the junior high school level, the students who do not find the satisfaction they seek and need begin to evidence pre-delinquent behavior and, in too many instances, delinquent behavior. It was the purpose at the junior high school level of this project to provide a program for a selected group of exceptional students that would begin to address the needs of these students. The exceptional students selected for this program were ones who had committed anti-social acts, habitually violated school rules, and who were achieving educationally far below their potential and expected grade levels. These students had the innate ability to perform educationally at expected grade levels but their record as measured by standardized tests indicated poor academic adjustment in the fundamental areas of reading and arithmetic. The anti-social acts of these students at the junior high school level included physical and oral aggression toward their peers, chronic disruptiveness in the classroom and school at large, and constant defiance of authority. Often truancy was involved and, in some instances, there were concurrent difficulties in the community as evidenced by informal police contacts.

A committee composed of the director of this project at the junior high school level, the principal, the vice principal, and the counselor made the final selection of twenty girls and twenty boys. Although the decision was admittedly arbitrary, students who had exhibited deviate behavior but had potential for better academic achievement were chosen over those students who had less potential for academic growth.

After the process of selection was completed, these forty students were organized into two groups of twenty students each. The boys were listed in alphabetical order and the girls were listed in the same manner. Each boy was assigned a number from one to twenty and each girl was designated in the same way. The boys with the odd numbers were assigned to Group I and the girls with the even numbers were also assigned to Group I. The remaining students were assigned to Group II. After these two groups had been formed, the records of the forty students were reviewed to ascertain if one group had a larger number of students with serious attendance problems. A few changes were made from one group to the other to balance the distribution of the students with serious attendance problems. This was done because it was believed that if a concentration of serious attendance problems was in one group it might influence in a negative way those students who did not display serious attendance problems.

Staff Development

The team that bore the primary responsibility for the project within the school staff was comprised of the principal, the vice principal

(who had responsibility for administrative coordination of the project), the counselor, the two homeroom teachers, the two classroom aides, and the school-community coordinator. In order to assure that the team at the junior high school level was properly oriented to the project, a series of eight staff development sessions was conducted. These sessions were held during the months of September, October, and November 1976. One of the writers of this report (Samuel Beard) provided the leadership for the staff development sessions.

The initial meeting described the objectives of the project and the procedures to be employed to reach the objectives. The next meeting was spent in examining the profiles of the students to give the team a comprehensive understanding of the students who would be the participants. By examining these profiles, the team became aware of the specific problems of the students in the areas of academic achievement and school adjustment. The study also made the team aware of any particular idiosyncratic personality traits of the students that might lead to problems of adjustment. A session was devoted to the techniques that seemed to produce positive results with this type of student. It was stressed that informal, non-traditional approaches seemed to be conducive to success; however, it was underscored that informal and non-traditional approaches were to be structured. The activities planned for these students had to be highly structured even though the students were involved in the planning. The remainder of the staff development sessions considered such topics as helping the students to cope with reactions from staff members and techniques that would help the students develop self-esteem.

One important aspect of the staff development sessions was the VICS program. VICS is the acronym for Verbal Interaction Category System. This system was chosen in an effort to break the teachers away from their more traditional teaching techniques. .

The VICS is a system for studying the interactive verbal behavior of students and teachers in the classroom. Verbal behavior in the classroom--talk--is the major activity of teaching. The kind of verbal behavior in which the teacher engages has a direct and immediate effect upon the verbal behavior of the students. The teacher's verbal behavior can indicate an acceptance or rejection of a student's contribution even though the words used by the teacher do not accept or reject the contribution. VICS is designed to make the teachers aware of the effect of their verbal behavior on students. As Amidon and Hunter state, "The VICS is offered in the hope that it will liberate practitioners from teaching that is too often imitative or instinctual rather than thoughtful and original."¹

The students in the project had already demonstrated that the usual interaction between teacher and student was negative. The VISC technique seemed to reduce the chasm between the students and the

¹Edmund Amidon and Elizabeth Hunter, Improving Teaching: The Analysis of Classroom Verbal Interaction (New York: Holt, Rinehart, and Winston, Inc., 1966), p. 10.

teachers. The teachers reported that it made the atmosphere of the class one that was conducive to learning.

Curriculum

The curriculum for this program stressed academic achievement. The team decided that the curriculum for this program at the junior high school level would be one that stimulated, motivated, and challenged the students. The curriculum drew upon the experiences of programmed learning by leading the student step-by-step from one experience to another. The steps were explicit and small; the students rarely displayed failure. The student was given the opportunity to master one task before moving to the next. An attempt was made to obtain as many self-instructional learning devices as possible. Loretan and Umans supported the use of self-instructional devices for low achievers:

. . . they could reduce his [the student's] passivity by giving him greater control over the timing of stimuli, thus minimizing cultural differences in time orientation. Further, in the self-corrective feedback of programmed materials, the teacher's role of giving reward and disapproval would be shared; for a child unaccustomed to these means of motivation for intellectual performance, it might help decrease his alienation for school.²

Great importance was also attached to making the students fully aware of the practicality, utility, and value of every assignment and activity. Every learning experience was developed in terms of its value in satisfying the needs of the students. The greatest emphasis was placed on the basic skills--language arts and mathematics.

²Joseph O. Loretan and Shelly Umans, Teaching the Disadvantaged (New York: Teachers College Press, Columbia University, 1966), p. 15.

One-third of the school day was devoted to the language arts, with emphasis on corrective reading. To teach reading, a well-balanced skills program was conducted, which made use of different methods and materials and wide use of the library. Listening skills and appreciation were developed through tape cassettes and individual listening centers. The selections on the cassettes contained poetry, especially haiku, and other dramatizations.

Reading of the daily newspaper was an important aspect of the language arts program. The newspaper provided skimming activities and the vehicle for the discussion of local, national, and international news and events. The students learned the purpose of all sections of the newspaper--weather, sports, cartoons, help-wanted ads, and human interest stories.

They were taught how to complete applications, bank deposit slips, checks, how to read a pay stub, how to ask for a personal reference, and how to write personal and business letters. They held mock interviews in which, at one session, they would be the interviewee and at another session they would be the interviewer. They developed their own list of qualifications for being successful in a job.

Mathematics was taught for forty-five minutes each day. The concepts of size, shape, distance, amount, and time were reinforced. These concepts are essential for independent personal, social, and economic life adjustment. The mathematics vocabulary of words normally found in business and industry was taught through meaningful activities. The handling of money as it relates to spending, borrowing, earning, and budgeting was taught.

The school was involved in a computer mathematics program and the students from this project were participants in this program.

The newspaper, in addition to being used in the language arts program, was also used to develop concepts in the area of social studies. The daily articles were used to study current events. An understanding of the duties and rights of citizens was a natural by-product of the reading of a newspaper article. The passage of a new ordinance by city council led to an investigation of how many councilpersons served the city, how they were elected, their relationship to the mayor, and how voters could communicate effectively with councilpersons.

The students in the project learned that there was a school outside the four walls of the school building. They learned that the community was also a school. They visited Independence Hall and Mall, the United States Mint, the Franklin Institute, the Art Museum, the Academy of Natural Sciences, the University of Pennsylvania Museum, the Commercial Museum, local colleges, businesses, industries, and community social service agencies. Members of the community also came to visit the students. Representatives of agencies, businesses, local colleges, and industries talked with the students and worked with them on a regular schedule. This gave the students the opportunity to be associated with adults other than their parents and teachers. It gave them an understanding of the adult world that they would not have had through the regular school program. See table 5.

Art, music, and physical education were also a part of the overall program. Where possible, many of the activities in these areas were coordinated with the ongoing activities of the class. Cooperation between

the team teachers and the specialty teachers contributed to the objectives of the program.

Table 5

Student Evaluation Results of Community Visits
and Guests Invited to School

Types of Questions		Number of Responses
Career-related trips:		
Interesting experience		23
Not an interesting experience		11
Valuable learning experience		19
Poor learning experience		9
Interested supervisor		28
Supervisor not interested		6
Helpful employees		31
Unhelpful employees		3
Learned about careers and jobs		34
Did not learn about careers and jobs		0
Would like to participate again		32
Would not like to participate again		2
Should be a part of the regular school program		36
Should not be a part of the regular school program		2
Did you like the trips to colleges?	Yes	15
	No	19
Did you like the trips to museums?	Yes	26
	No	9
Do you prefer trips to a place better than a guest speaker?	Yes	31
	No	4

Counseling

There are several organizational patterns that are employed in providing counseling service in the junior high schools. Some patterns have counselors assigned to grade levels. This pattern is not in great use because, although the counselors become quite expert in the problem of a grade and age range, they only work with a student for one year in most instances. Thus, a student would have three counselors

in the three years of junior high school. The most prevalent pattern is an alphabetical arrangement in which the counselors are assigned blocks of letters, i.e., A to D; students whose surnames begin with those letters would be served by the same counselor for the entire three-year period. The school at the junior high school level in this group project employs the alphabetical arrangement. After much discussion of the relative merits of the two systems for the delivery of counseling services, it was decided to assign one counselor for the forty students in this project, even though this was different from the pattern used in the school.

The counselor selected was one who displayed the following characteristics:

1. Charisma with students and staff
2. Excellent skills in counseling students who had problems of adjustment
3. Knowledge of and cooperation with the local mental health base service unit that supplied the needed help in this area
4. Knowledge of career possibilities in the community

School-Community Coordinator

The school-community coordinator was an important member of the staff team because she was a community person, and one of her responsibilities was to visit the families of the students in the project to determine what the family life was for these students. For some of the students in the project, she was able to supply information to the team

about the out-of-school activities of the students, the kinds of peer associates they had, and their general conduct in the community. The students became acquainted with her as part of the staff team and she gained their respect as a result of this relationship. She frequently assisted students in the project in the areas of attendance, lateness, peer relationships, and student participation in community activities.

Parental Involvement

Parents of junior high school students are more difficult to get enmeshed in school affairs than elementary school parents. Experience has indicated that when a school activity is made very personal in terms of how it will benefit the individual students involved, then the parents are willing to be involved. The parents of the students selected for the project were invited to an orientation meeting to explain what was hoped to be accomplished for their children through their participation in the project. Twenty-three parents attended the meeting.

In addition to the orientation meeting for the parents of the students in the project, the parents were encouraged to become very active in other school-related activities. These activities were home and school association meetings, parents volunteer services, and Parent-Partnership Workshops. The school-community coordinator made special visits to the homes of the target population to explain to the parents what the activities were and how their participation in the activities would benefit the school and would help their children who were a part of this project.

The home and school association meetings afforded an opportunity for teachers and parents to discuss their general concerns regarding the

school. Plans were made at these meetings to raise funds to purchase items for the school that would enhance the instructional program. The parents of the students in the project participated in these fund-raising projects, such as candy sales, cake sales, and pretzel sales. The parents of these students also served on committees that planned lunchtime recreational activities to improve the lunchtime atmosphere and committees that attempted to improve the general discipline in the school.

The Shaw Home and School Association encouraged parents to volunteer their services. These services included working in the library, helping in the lunchroom, and serving as hostesses when special programs were held. The hostesses greeted outside guests and made costumes for the students for plays, dances, or other special events. The parents of the students in this project participated in these activities.

Parent-Partnership Workshops were organized city-wide for all schools to develop strategies that would involve the parents as partners in the education of their children. The parents were taught how to use items in the home, such as newspapers, circulars, television, advertisements, and magazines to further develop and enrich the education of their children. With the help of the school-community coordinator, parents of the students in this project were a part of the Parent-Partnership Workshops.

Mental Health Seminars

One of the unique opportunities provided by the junior high school was the participation of the parents in a series of six seminars conducted by members of the local mental health consortium during the months of October 1976 through March 1977. Parental attendance at the seminars fluctuated between twenty-nine and thirty-three.

In the area served by Shaw Junior High School, there is a mental health group that has been organized to help the residents of the area with many problems that seem to have a mental health root. The students in this project were eligible for these services.

The mental health group addressed the problems of the students. Students who had been identified by the team as having problems that were beyond the scope of the team to adjust were referred to the mental health consortium for their evaluation and adjustment.

This activity included a series of seminars with a skilled discussion leader. The leader conducted a number of discussions with parents and students together concerning the problems of adolescents and the parents' views of these problems. She then held sessions with the parents and students separately to get the reactions of both groups without the other group being present. An uninhibited flow of ideas, concepts, and concerns were expressed by each group.

The parents and students reported that these sessions with the mental health consultant proved to be very beneficial. The students were able to deal with some of their own problems with less help

and support from their parents, teachers, and the counselor for the project. The parents were able to understand and cope with attitudes and behaviors that had caused conflict between parents and students prior to the project (see table 6).

Table 6
Parent Evaluation of Mental Health Seminars

Session Description	Excellent	Satisfactory	Fair	No Help
Resolving conflicts*	14	7	8	0
Understanding adolescent behavior	9	11	10	0
Hypothetical case studies (an attempt to evaluate parent/child conflict and how to resolve them)	17	12	4	0
How to deal with fear	19	7	3	2
Discipline and the adolescent	12	9	3	5
Motivation of the adolescent	9	13	6	4

*These were joint sessions with parents and students present.

Extracurricular Activities

An adjunct to the curriculum was the extracurricular program at the junior high school level. A conscious effort was made to involve the target population in these activities. The teachers and the counselor talked with the students in an effort to get them involved in other aspects of school life. In the previous year, the target students enrolled in

extracurricular programs initially, but a review of the records revealed that many dropped out before the end of the school year. During the course of the project, there was an increase in the number of students from the target population who remained in the programs for the entire year (see table 7).

Table 7

Target Students Remaining in Extracurricular
Activities at the End of the School Year

Activity	Number of Participants	
	1975-76	1976-77
Athletic Activities	9	24
Tutorial Activities	4	14
Cultural Activities	8	19
Service Activities	3	11

Athletic activities such as intramural softball, baseball, and soccer helped develop the physical potential of the students. Tutorial activities employed sophisticated and interesting games to increase language arts and computational competencies, e.g., "Fun with Words," "Whiz with Math," and "Magic Thru Science." Cultural activities, mainly in art and music, helped develop the aesthetic domain of the students in the project. Performances by the gospel choir and instrumental groups were attended with enthusiasm. The target population participated in such service activities as lunchroom aides, hall patrol, office aides, and hostesses.

Community-Based Experiences

In addition to participating in extracurricular activities, the target students were encouraged to take part in community activities with the various local agencies such as the Y.M.C.A. and other groups interested in community growth and development. The school-community coordinator was the key person in getting these students involved in these activities. Table 8 indicates the increased participation in community activities as compared with the previous year.

Table 8

Participation in Community Activities

Community Organization	Number of Participants	
	1975-76	1976-77
West Branch Y.M.C.A.	6	11
West Philadelphia Regional Library	3	14
Citizens for Progress	0	5
Cobbs Creek Community Council	1	6
West Philadelphia Arts League	0	3
Walnut Hill Community Council	0	4
Miseracordia Hospital	2	8

The community-based experiences of the target population were designed to further develop the self-esteem of these students. By participating in these community-based activities, the students were given the opportunity to engage in fund-raising drives for community organizations. They were able to participate in the collection of materials for the recycling process, community beautification programs, and clean streets campaigns. The students participated in the planning

as well as the execution of these activities. They learned to plan and work with adults, other than their parents and teachers, in a non-school setting. In the opinion of the community agencies staff and the volunteer community workers, the target population cooperated well with the agencies in the improvement of the community. The awarding of certificates by the agencies and project team raised the students' self-esteem.

CHAPTER VII

PRACTICUM DESIGN AND PROCEDURES ON THE SENIOR HIGH SCHOOL LEVEL

Survey of Dropouts

During the month of October 1976, the principal of West Philadelphia High School conducted a survey of dropouts. The subjects for this survey consisted of a random sampling of the 349 dropouts listed in the school records for the year 1975-1976. The names of the dropouts were listed alphabetically and every seventh name was included in the survey.

On October 1, 1976, a questionnaire was mailed to the fifty dropouts selected as part of the survey. The questionnaire was designed to gather information relative to why the dropouts left school before graduating, who they talked with about leaving, whose idea it was to leave school, and what would have encouraged them to remain in school (see appendix D for a sample of the questionnaire).

The fifty dropouts contacted for this survey were students who left West Philadelphia High School before graduation during the 1975-1976 school year for any of the following reasons:

1. Enlisted in Armed Services
2. Enrolled in Job Corps
3. Involuntary withdrawal because of inability to adjust in school

4. Voluntary withdrawal because of inability to adjust in school
5. Marriage (over seventeen years of age)
6. Probable employment
7. Needed at home
8. Pregnancy (without doctor's certificate)
9. Other: not employed, not needed at home
10. General Employment Certificate
11. Marriage (under seventeen years of age)
12. Own home, not married
13. Outside home
14. Pregnancy (with doctor's certificate)

Responses were received from twelve of the dropouts (24 percent of the fifty surveyed), a group that very closely represented the universe of 349 dropouts by both race and sex (see tables 9 and 10). On these bases, therefore, generalizations from the survey could be made with confidence.

An analysis of the survey responses by the four categories indicated that most students left school because they found school boring and/or were retained in grade. They talked with their parents or counselor before they left and, in most cases, it was the student's own idea to leave school. The majority felt that if school had been more "interesting" they would have remained. Table 11 summarizes the responses by category.

Table 9

Dropouts and Responses by Sex

	Dropouts		Responses	
	Number	Percent	Number	Percent
Total	349	100.0	12	100.0
Male	187	53.6	7	58.3
Female	162	46.4	5	41.7

Table 10

Dropouts and Responses by Race

	Dropouts		Responses	
	Number	Percent	Number	Percent
Total	349	100.0	12	100.0
Black	349	100.0	12	100.0
White	0	0	0	0
Other	0	0	0	0

Findings in this survey suggested that ways should be found for school personnel to keep in closer contact with potential dropouts in order to provide assistance in resolving problems before the students leave school. The survey also pointed up the fact that school curricula and other programs should be studied and reviewed in order to meet the needs, interests, and abilities of all students.

Selection of Students

A review of related literature (see Chapter II) revealed that research studies have identified a number of criteria which help us to predict whether a young person might drop out of high school before

Table 11
Dropout Responses by Category

Category	Responses	
Why did you leave school before graduating?	Found school boring	5
	Personal problems	4
	Needed a job	2
	Gangs	1
With whom did you talk about leaving school?	Administrator	0
	Teachers	2
	Counselor	6
	Parents and friends	9
Whose idea was it to leave school?	Yours	10
	Parents and/or relative	1
	Friends	1
What would have helped you stay in school?	Make school interesting	7
	Help me get a job	2
	Will return after baby is born	2
	Nothing	1

graduation. Using these criteria plus five additional ones that the principal gleaned from his experience with high school youngsters, the principal selected fifty students for the practicum effort.

The criteria used included:

1. Frequent academic failure
2. Inability to read and do arithmetic
3. High rate of absenteeism
4. Hostile and disruptive behavior
5. Frequent cutting of classes
6. Little interest in school work and extracurricula activities
7. Negative attitude toward school
8. Excessive lateness

9. Lack of parental encouragement, interest, and cooperation
10. Grade retardation

These criteria formed the basis for a detailed, comprehensive study of each potential dropout. Staff members and other assistants worked under the direction of the principal and fifty students were selected through a process of examination and study of numerous student records (see appendix E through Q for samples of the records used).

Selection of Site

The principal of West Philadelphia High School, in consultation with teachers, counselors, department heads, and parents, decided that an off-site facility would be used for the target population involved in the dropout program. Since all of the students in the program had been turned away from the educational program and the old facilities at the main building, it seemed logical to change not only the educational program but also the educational site.

The site chosen was the West Philadelphia Cultural Center located approximately one city block from the parent building. The cultural center is an inviting, gracious-looking, three-story house which is palatial in design. It was expected that this building would have the effect of improving morale and adding a sense of importance among the students, parents, teachers, and other school personnel connected with the dropout project.

The cultural center has been a part of the West Philadelphia High School organization for the past seven years. The principal of the West Philadelphia High School is responsible for the building and has control over the program in operation at the site.

The cultural center itself provided special features that offered a variety of exceptional uses. The following features distinguished the cultural center and made programs available that were not possible at the main building.

An intergroup library

Two audio-lingual laboratories

A reading room

Two experimental reading and speech arts laboratories

Two art studios

A music library and listening areas

Three individual music practice rooms

Meeting rooms for students and community groups

A large, special events area

A fully equipped kitchen and dining area

A ballet room

The target population attended all classes at the cultural center with the exception of Title I reading and mathematics classes and elective subjects such as automobile shop, tailoring, theory and practice in music, and advanced art. The students attended these classes at the main building with nonproject students.

Two teachers were selected by the principal to work solely at the cultural center with the potential dropouts. One teacher was proficient in English and social studies; the other teacher was skilled in mathematics and science. As a result of their cooperative spirit, they were able to teach the students all of the subjects required for graduation with the exception of those electives mentioned previously.

Staff Development

A staff development program was instituted at West Philadelphia High School which helped the teachers develop the correct empathy, respect, unconditional caring, understanding, humor, control, and attitudes needed for effective teaching. Accepting the potential dropout as an individual, treating him fairly, enhancing his learning skills, broadening the base of his knowledge and understanding, and providing a healthy model for him to identify with and emulate were emphasized during the staff development sessions. The teacher was encouraged to expect the potential dropout to succeed and hold himself accountable if the student should fail.

The principal had a preparation meeting during which time the staff development program was discussed with all of the personnel involved in the program. Twelve staff members attended the meeting. He explained that the teachers chosen for the program were selected for their ability to make a contribution to students rather than on the basis of their isolated competency in a subject field.

The staff development program included vital information on teaching techniques, educational sociology, child growth and development, human relationships, communication, a review of cumulative records, and also personal interviews with some of the potential dropouts. Speakers, films, community visitations, role playing and the use of consultants were part of the program.

The personnel included the principal, vice principal, department heads, reading teachers, school-community coordinator, counselor, teachers, and the parents. Consultants were used to work with the personnel during

the entire staff development program. Their chief function was to assist the staff in effecting a change.

Resource materials were used as a vital part of exchanging ideas. Instructional aids, pamphlets, books, and other articles were available for each member of the workshop group.

A series of seven workshop meetings was conducted weekly for one hour. The meetings were held on Thursday afternoons from 2:30 P.M. until 3:30 P.M. All participants in the program were part of the weekly meetings. This included twenty personnel members representing the areas mentioned previously.

An attendance record was kept of the number of participants attending each meeting as displayed in Table 12.

Table 12

Attendance at Workshops

Thursday 2:30 P.M. - 3:30 P.M.	Number Attending
First Thursday	20
Second	20
Third	18
Fourth	19
Fifth	20
Sixth	19
Seventh	20

Five topics were chosen in the preparation meeting with the principal. The personnel involved in the program assisted in choosing the topics since it was believed that those who participated should have an opportunity to plan discussions. The topics chosen included the following:

1. The role of the teacher and supportive personnel
2. The potential dropout and his problems
3. The teacher and student climate
4. Social awareness
5. Teacher and staff attitudes

The roles of the teachers and supportive personnel were explored. A communications channel was established between the teachers and supportive personnel. The teachers expressed problems, needs, and concerns. Supportive personnel's role was that of diagnostician. In this role, supportive personnel helped the teachers to realize their strengths and weaknesses.

As part of the second topic, the dropout and his problems were explored. Specific information was needed about the potential dropout in his local situation. It was noted that dropping out resulted from a multiplicity of factors and that no one single cause could account for the entire problem.

The participants learned how to identify the potential dropout. Information was obtained on such factors as age, sex, grades, test scores, retardation, attendance, reading ability, and discipline record, among others.

Some of the potential dropouts were invited to these sessions and discussed their feelings about school work and school personnel. These young people were sometimes bitter, disappointed, and resentful, but they were always candid. It was important for the personnel to talk with these students and uncover some of their feelings so that the students might be better understood.

The participants listed as many factors as possible which caused the potential dropout to leave school. An attempt was made to measure the intensity of these factors (see appendix R for a sample of the force field chart). It was expected that each teacher would complete a chart for each one of the potential dropouts.

The third topic explored centered around the teacher and student climate. The following topics were discussed during these meetings:

1. Determine ways in which the student can realize some success
2. Encourage expression within the class
3. Give responsibility
4. Ask questions you know the students can answer
5. Build the student's ego and elevate his dignity

Another discussion in this area centered around the characteristics that students admire in teachers. These included such items as sincerity, flexibility, enthusiasm, knowledge of subject, respect for students, and resourcefulness.

Discipline, including student and teacher rights and responsibilities, was another topic discussed during these meetings.

A fourth major topic discussed was social awareness. It was pointed out that social interaction is of vital importance to the potential dropout. The following guidelines were discussed:

1. Show the student that he is an important part of the group
2. Show your trust and faith in the student
3. Realize that, to every student, his problem is of utmost importance

4. When action must be taken to correct misbehavior, be certain to bring the student back into the group as a member as soon as possible
5. Never purposely degrade the individual student

The final topic explored was teacher and staff attitudes. It was stressed that the teacher and other members of the staff must have positive attitudes. They must believe not only in what they are doing, but also respect the student with whom they are working.

There also had to be knowledge and understanding of the parents and the community. It was stressed that there must be a willingness to assist the parents and community members in planning programs to meet the student's needs. It was also stressed that there must be mutual respect and understanding by the teachers and staff for all others involved in the program.

Curriculum

At West Philadelphia High School, the principal interviewed each of the fifty potential dropouts. Personal problems were discussed, goals were defined, roster changes were suggested, and future contacts were arranged. Each student was helped to realize that assistance was available, specific individual needs could be met, and someone was concerned. The subject interests, extracurricular interests, and special problem areas were explored further through student interviews conducted by the teachers, the department heads, and the counselor.

Two questionnaires were administered to each of the fifty students by the teachers and the department heads. The first questionnaire was an indicator of subject interest and preference (see appendix S for a sample of this questionnaire),

The second questionnaire was used by the teachers and department heads to check student attitudes and emotions. These questions were designed to alert staff members to danger signs relative to worry, anxiety, fears, and other emotional problems (see appendix T for a sample of this questionnaire).

After the teachers and department heads completed their interviews, they submitted the finished questionnaires to the counselor. The counselor studied the questionnaires, interviewed some of the students to gather or clarify further information, and interpreted data already collected. This information was used to gain the most complete understanding of each student possible with the hope that the counselor would be able to assist each potential dropout in recognizing strengths and realizing and accepting limitations.

Scheduling of Students

In order to meet the individual differences presented by the potential dropouts, flexible scheduling was used instead of the usual rigid, computerized type employed throughout the School District of Philadelphia. It was believed that the careful adjustment of class schedules was an important step toward the reclamation of potential dropouts.

Although each student was provided with certain experiences common to all students, the program provided a wide variety of course

offerings in which these youths could be developed to the fullest possible extent (see appendix U for illustrations of sample schedules). The students were allowed to select relatively freely and participated in all decisions concerning scheduling.

Special interest subjects were included in the roster in an attempt to make the subjects seem attractive to the students. These special interest subjects included ballet, catering, gourmet cooking, music appreciation, instrumental practice, and ethnic cultures among others. These subjects were available to all of the project students since the cultural center facility was conducive to the teaching of these studies. Opportunities were provided to change subjects if intense dislike was evidenced. Student rosters were not characterized as having the same subject at the same time each day. The students had opportunities to change classes that posed special problems such as lack of rapport with the teacher, classmate problems, time of class, and uninteresting subject matter.

The career development aspect of the program was implemented and supervised by the nonteaching assistant assigned to the cultural center. The teachers assumed direct responsibility, however, for the maintenance, evaluation, and success of the program.

Special scheduling was produced for career development inside the building and in outside institutions and industries. Career development provided a broad set of attitudes and skills which were required to comprehend the role of employment in a highly industrialized and technological society, and to understand the changing world of work. The potential dropout was helped to understand the role of

occupations and careers and stimulated to find his talents and develop his competence.

Provision of School-Work Opportunities

School-work opportunities were provided for the potential dropouts. Because of the many family and home problems such as alcoholism, unemployment, divorce, and separation, money was a great need. Some of the potential dropouts were emancipated minors and finances became a matter of survival.

Community resources were used in the obtaining of jobs. By taking an active part in the job program for potential dropouts, business and industry in the community raised the quality of the labor force, raised the economic and cultural standards of the community, and raised the purchasing power of the community. They also enhanced their image within the community and to the public at large.

The potential dropout also became a participating part of the already established programs such as school-work, distributive education, and the Neighborhood Youth Corps. These programs provided the students with an opportunity to remain in school, earn money, and learn a vocation at the same time.

Special scheduling was arranged for these students. Programs were planned so that the students could work on the job either before or after classes. The students in these programs were employed on a part-time basis in jobs such as gas station attendant, bus boy, sales person, hospital aide, maintenance worker, and stock clerk.

The project students were not involved in these types of programs prior to the practicum because of a lack of interest and a failure to meet requirements of regular attendance, punctuality, and passing grades. This entire area seemed to be a useful way of reducing the dropout rate. It provided an incentive for the student to remain in school by offering realistic training that actually led to employment. In addition, it provided students with an opportunity to earn spending money.

Basic Skills

It has been estimated that more than 90 percent of all work taught in the school involves the ability to read. This means that a student who has difficulty in reading will be successful less than 10 percent of his time in school. Since the majority of potential dropouts are reading below their potential, it becomes increasingly important that a program of reading improvement be implemented to assist these youngsters.

The potential dropout must also develop a positive attitude toward understanding the need for developing ability in mathematical areas. This includes the grasping of concepts as well as the ability to manipulate numbers. Scholastic success, personal satisfaction, and social adjustment depend on this ability.

In this program, reading and mathematics were stressed as areas of achievement. The program concentrated on basic skills and motivated the potential dropout to have a positive attitude toward reading and mathematics. Students were assisted in improving their reading through

increasing reading comprehension skills, special language arts experiences, phonics, developmental reading, word recognition skills, and correction of poor reading habits. The development of mathematical skills was enhanced through concept building, concrete and abstract progression, and skill building through drill.

All of the potential dropouts in the program qualified to become part of the mandated Title One reading and mathematics program. The students went to the reading and mathematics teachers for group and individualized instruction. The length of time was arranged to fit the students' schedules and need.

One Title One reading teacher and mathematics teacher were selected by the principal to work with the target group. The Title One reading coordinator and the head of the mathematics department assisted the teachers in identifying the possible causes of reading and mathematics problems, using motivational devices to instill interest in reading and mathematics, and exploring other factors in learning that would lead to achievement.

The department heads and teachers created an atmosphere that encouraged the development of basic skills. The classrooms were bright and cheerful. The students were surrounded with books, games, puzzles, and other materials. The classroom reading and mathematics corners made the materials easily available. Posters and saying about reading and

mathematics, pictures of authors and of people reading and figuring, and the creation of the image of the reading act as something people like to do added to an environment conducive to basic skill development.

Browsing areas where the books were displayed attractively were arranged. Class time for free reading and enjoying mathematics games and puzzles was allowed. The teachers expected the students to improve and provided them with time to read and enjoy mathematics.

A reading and mathematics club were formed where fifteen interested students discussed books they had read and enjoyed mathematical puzzles and games together. Authors in the school area came to these meetings and field trips were taken to interesting places associated with authors, books, and careers in mathematics.

A book fair and mathematics fair were held. The book stores cooperated with the youngsters. The fairs provoked an interest in reading and mathematics and were profitable for the class. With the profits, books and mathematics games and puzzles were bought for classroom activities.

A multi-media approach was used to interest the students in reading. The newspaper was used as a text. Films were used to promote the reading of books. Paperbacks, television, films, and recordings were integrated in multi-media lessons.

Comics were also used. Some of the satire in comics was used as a springboard to books. The motion picture and television shows were also excellent springboards to the original book or play.

Each student built his own anthology. The students kept a record of what was read with a brief analysis of their reactions.

Each student wrote his own autobiography including such topics as early school days, high school times, neighborhood, family, friends, hobbies, and philosophy of life. The autobiographies seemed to help the students feel important and lessen feelings of inadequacy.

In the mathematics area, actual displays of geometric figures, weights, and newspapers and magazines containing references to the use of mathematics were used as motivational devices. Bulletin boards illustrating volume, various geometric shapes and figures, areas, graphs, and percents were also used to arouse interest. Geometric designs were made by the students, colored in various ways, and displayed around the classrooms.

Games were used to enhance basic skill development in mathematics. The teachers recognized the skills and perceptions that games employ. Some of the special games in mathematics that were used included Mancala, Fox and Geese, Nine Men Morris, Brainstormers, Mastermind, Othello, Crypto, chess and checkers. Similar games were also used for the development of reading skills.

Counseling

One counselor was provided for the students in the project. After much consideration, the principal and other members of the staff decided that a single counselor would be more effective in this program than two or more counselors. It was more feasible for one counselor to arrange meetings with the school-community coordinator, the community participants, the teachers, and the parents. It was also easier for one counselor to concentrate efforts relative to the dropout problem, schedule individual conferences, and offer intensive counseling service to each

potential dropout. Coordination of the various activities was more effective and record keeping and information dispensing was easier when done by one counselor.

The principal met with the counselor for the presentation of the program in two one-hour sessions. The problem was identified and the need discussed.

The counselor had an initial interview with each potential dropout. This meeting was based on a social and psychological consideration of the potential dropout. Even though there were regularly scheduled appointments, the counselor was available when needed without a special appointment. During the interviews, the counselor discussed school experiences, the ego, family, peer groups, and other persons who may have influenced the youngsters (see appendix V for questions used in the interviews). The counselor also administered and interpreted the appropriate tests for each potential dropout and provided educational and vocational information.

The counselor participated in all staff development meetings and workshops and provided professional assistance to those involved. The counselor shared valuable information about the students such as peer relationships, pupil-teacher relationships, and family relationships.

At one of the meetings, the counselor discussed the desirable teaching traits of teachers as presented by each student (see appendix W

for teacher traits discussed). The students had assigned a rating from one to ten for each teacher trait indicating which were most important, the number 1 indicating the most important and the number 10 indicating the least important.

This helped the teachers to realize how the students perceived them. Most of the students rated enthusiasm for subject, method of presentation, knowledge of subject, and respect for students, as being most important. The diversity of opinion regarding the wise use of discipline provided good discussion material that was used in the meeting. Table 13 illustrates the way the students rated the teacher traits.

The counselor also helped the teachers find ways of developing fundamental skills in guidance so that their talents could be used in working with individual students. During the workshop sessions the counselor helped the teachers identify symptoms indicative of other problems. The teachers were assisted in using good guidance techniques in the classroom. The counselor also helped the teachers obtain information from the cumulative records, anecdotal notes, and past test results.

The counselor interpreted the testing materials, psychological and psychiatric reports, and outside agency referral reports for the teachers in the program. The counselor also used test data to gain an understanding of the potential dropout and his problems and used this information with the teachers to assess a student's strengths and weaknesses, and as a basis for his educational and vocational choices.

Table 13
Teacher Trait Ratings

Trait	Rating	No. of Students	Trait	Rating	No. of Students
Enthusiasm	1	38	Sincerity	1	15
	2	2		2	7
Appearance				3	6
	1	5		4	5
	2	3		7	3
	6	20		8	2
Humor	9	18	Respect	9	2
	10	13		10	1
Presentation	1	22		1	20
	2	16	Voice	2	12
	3	13		3	8
Knowledge				4	1
	1	35			
	2	4		1	3
Resourcefulness	3	2		2	6
				3	7
	1	36		5	9
Resourcefulness	2	3	Discipline	7	8
	3	2		8	6
				10	2
	1	4			
	5	9		1	7
	6	11		2	11
	7	7		3	5
Resourcefulness	8	5		5	3
	9	3		6	4
	10	2		9	1

The counselor referred potential dropouts to outside agencies such as the Mental Health Consortium, health clinics, the Child Guidance Clinic, psychiatric service agencies, psychologists, and social agencies. Students were referred for individual service, group counseling, and family service. The need of the potential dropout determined the agencies used. Nine students used these personalized services. Each student

received a psychological evaluation. The evaluation and recommendation assisted the counselor and teachers in determining the type of program for each student.

The potential dropouts engaged in a workshop on mental health. The workshop was conducted for one hour each week for a twenty-week period. The workshop was conducted at the cultural center in the morning during regular class time and was attended by all of the potential dropouts. The staff of the Larchwood Mental Health Consortium, the counselor, the parents, and the teachers also participated. The workshops were planned as follows:

1. Two introductory sessions included presentation of the course outline, course expectations, meeting of staff, and a discussion of basic mental health concepts.
2. The developmental sessions included discussions on various growth processes including adolescent growth and group interaction, family dynamics, family relationships, how youth relate to their families during their development, and different types of problems that occur during growth. There was also discussion on group dynamics and interaction. Included was information on basic mental and emotional problems.
3. The discussions during the self-development sessions focused on the basic questions faced by every individual. These included the following:

Who am I?

Where am I going?

How do I get there?

What role will I play?

How will my role be received by others?

This offered study in emotional development. These units also provided the potential dropouts with skills for assessing the criteria by which they judge themselves and others in their environment.

4. During the sessions, participants were informed of services available to persons with mental and emotional problems. Also included were discussions on testing and techniques for evaluation. Because of the frequency of problems of alcoholism and drug abuse found among potential dropouts, these topics were also discussed. Community resources and crime prevention organizations were identified. As a result of this segment of the staff development program, the potential dropouts visited the Larchwood Counseling Center where a description of community mental health and all aspects of the Consortium were presented. Two speakers addressed the participants and discussed the process to be followed when hospitalization is needed and desired. The students attended a public hearing for the hospitalization of people with mental and emotional problems.

5. During the issues and career sessions, discussion centered on various aspects of mental health including the rights of mental patients. A panel on racism and its relationships to the potential dropout was presented. These sessions concluded with a discussion of careers in mental health.

6. A final session included the evaluation and review of the workshops.

Instructional strategies used during the staff development component consisted of lectures, films, role playing, individual study, and visits. A variety of resource materials and information was provided and was made available.

The counselor met frequently with the teachers and provided assistance in helping them understand the potential dropouts and plan a program to meet their special needs. The counselor was effective in helping the teachers adapt teaching materials and methods to the students.

The counselor, because of the team effort with the teachers, was effectively utilized as a resource person in the classroom. The counselor acted as a leader in group guidance sessions. These group sessions allowed students to bring their problems into the open for discussion and it became an effective means for solving some of the problems confronting the potential dropout. The group guidance sessions were conducted for one hour each week during an extended advisory period¹ throughout the school year. All of the potential dropouts were required to attend.

The counselor also attended business community meetings on a monthly basis and acted as liaison between the school and the community. Firsthand information about the potential dropout on the job was provided and the counselor was able to alleviate the problems that existed between the student and business representative. The counselor assisted in the correct placement of the student. The role of confidante to both

¹See footnote on page 99 for a description of advisory period.

the potential dropout and the business community was played by the counselor. Job preparation and requirements were reinforced and individual conferences were held when requested by the business community.

The counselor interviewed each parent individually and became generally aware of some differences between parents and how these differences affected school-home relationships. The counselor, in individual conferences, helped the parents with their problems. The counselor met with the parents on a rotating basis and the parent could also request an interview when it was deemed necessary. This helped the parents to feel comfortable and become involved in school affairs. The counselor attended all parental meetings in the school and the cluster² meetings in the community. In the potential dropout program, the counselor was a giver of information, a confidante, a colleague, and a friend.

School-Community Coordinator

The principal met with the school-community coordinator in September 1976 and discussed the implementation of the program. The characteristics of the potential drop were identified. A letter sent by the principal to the parents was shared. This letter announced the beginning of the program and prepared the parents for a visit by the school-community coordinator (see appendix X for a copy of the letter);

The school-community coordinator met with each potential dropout to develop rapport with the student. Such topics as school experiences, family relationships, family and friends, peer group relationships,

² See page 93 for a description of cluster meetings.

financial conditions, special interests, hobbies, and ambitions were discussed. This was another resource for the student to receive help, encouragement, and praise.

As a result of these interviews, the school-community coordinator learned that dissatisfaction with the home situation contributed to the disinterest in school and often the failures. Some students were dissatisfied with their rosters. Some felt that they had been punished unjustly for minor disciplinary infractions in the school. Yet with all the complaints, the majority were interested in the program and in remaining in school to graduate (see table 14 for a record of problems associated with the fifty potential dropouts during the years 1974-1975 and 1975-1976).

The school-community coordinator visited the businesses and agencies where the potential dropout functioned. These visits provided continuous contact and assistance. The visits also stimulated concern for the program and its success among the participating businesses and agencies.

The community participants directly involved with the potential dropout were given immediate assistance. When help was needed for deficiencies in carrying out job responsibilities, for inadequate performance on the job, or for the display of negative attitudes, the school-community coordinator had conferences with those involved. The services of the teachers and the counselor were enlisted. Parents were frequently informed of the student's progress in this area.

The school-community coordinator visited the home of each potential dropout in order to meet with the parents. For many of these parents the school was seen in an unfavorable light. These visits seemed to help the parents overcome their fear of the school and seemed to assist them in developing a positive attitude toward the school.

Table 14
Record of Problems

Student Number	Absences		Times Late		Behavior Referrals		-----Numerical Grades-----			
	1974- 75	1975- 76	1974- 75	1975- 76	1974- 75	1975- 76	Reading		Mathematics	
							1975- 75	1975- 76	1974- 75	1975- 76
1	64	85	21	32	3	6	0	0	0	0
2	34	93	8	15	2	8	0	0	21	25
3	48	95	16	39	0	2	0	10	10	30
4	44	69	13	11	0	10	60	40	60	60
5	20	111	41	18	3	7	37	10	60	53
6	27	68	18	33	0	3	0	0	0	0
7	58	122	14	17	3	7	60	55	0	0
8	52	131	19	3	0	5	40	0	50	50
9	47	115	18	0	1	6	25	0	60	0
10	37	99	8	15	5	9	65	10	65	0
11	26	117	11	3	5	9	60	50	50	0
12	87	136	9	2	8	6	53	10	0	0
13	33	132	22	4	4	0	25	0	75	10
14	55	53	20	8	5	4				
15	24	53	6	2	6	9	70	70	60	56
16	22	85	17	15	0	2	50	60	74	60
17	28	94	9	11	8	7	73	70	70	50
18	41	64	8	57	0	5	60	40	50	50
19	39	116	8	0	4	2	65	10	0	0
20	55	111	7	4	9	3	50	50	78	50
21	33	79	8	21	9	5	50	50	75	70
22	33	58	4	18	13	5	50	60	10	0
23	87	117	5	3	4	6	50	0	70	0

continued

Table 14 (continued)

Student Number	Absences		Times Late		Behavior Referrals		-----Numerical Grades-----			
	1974- 75	1975- 76	1974- 75	1975- 76	1974- 75	1975- 75	Reading		Mathematics	
							1974- 75	1975- 76	1974- 75	1975- 76
24	73	134	11	7	5	3	50	10	70	10
25	40	66	9	23	1	4	73	75	10	10
26	81	136	5	2	9	0	40	10	0	0
27	71	107	4	1	8	2	55	55	17	10
28	62	105	8	18	3	5	71	70	50	50
29	31	86	7	6	2	1	75	60	60	50
30	44	104	14	19	3	4	71	50	60	50
31	31	86	9	13	2	5	74	70	10	10
32	62	109	13	17	1	3	10	10	70	65
33	58	162	2	3	4	2	76	10	65	10
34	46	117	0	8	0	1	55	40	40	40
35	38	94	0	0	0	2	60	60	70	71
36	60	132	8	3	1	3	55	50	10	10
37	58	82	0	12	0	2	40	25	0	0
38	29	140	7	5	1	4	50	10	10	10
39	42	65	9	58	0	6	65	40	50	50
40	70	81	12	8	2	0	76	72	70	40
41	58	122	9	11	1	0	25	10	10	10
42	47	115	12	16	2	2	50	10	0	0
43	88	121	9	11	0	1	25	0	10	10
44	47	99	0	0	2	1	50	50	71	70
45	68	133	12	8	1	3	10	10	10	10
46	39	141	0	3	3	1	10	10	10	10
47	29	98	0	1	0	0	50	20	20	20
48	64	105	5	8	0	1	10	10	0	0
49	41	86	15	18	3	2	74	73	71	73
50	54	126	8	14	0	0	50	10	10	0

The family situation was surveyed by the school-community coordinator. This survey gave clues to behavior, evidence of spiritual values, physical comforts, and interest shown toward the student by members of the family. Many questions were answered and information gained as a result of the survey.

The majority of the parents seemed to be interested in the program. They wanted their children to remain in school and graduate. They were pleased with the concern shown by the school-community coordinator and appreciated the help offered.

Ten of the parents did not show concern. It did not seem to matter whether or not the potential dropout remained in school. These parents seemed disinterested and did not wish the school to interfere.

Twenty-five of the parents admitted friction between them and their children. They seemed unable to influence their children in any way. Often there were bitter arguments and strife among members of the family. These parents, however, wanted their children to remain in school and graduate.

The remaining fifteen parents were apprehensive about their children. These parents did not want their youngsters to fail again. The family attitudes vacillated from anger and disrespect to infrequent moments of togetherness.

The school-community coordinator arranged meetings in school where parents individually met the personnel involved in the program. These personnel members included the principal, the counselor, the teachers, the business persons, and the participating members of the agencies.

Monthly meetings at the school were also arranged for all of the parents by the school-community coordinator. There was a cooperative spirit among the parents and school personnel and the parents had input into all phases of the program. For instance, a steering committee of six parents selected by their peers determined the location of the meetings and planned tentative agendas. They offered the format and the total group made the final decisions. The school-community coordinator visited the homes of those parents who were unable to attend the meetings so they could be currently informed concerning what was happening. Attendance at these monthly meetings resulted in making the parents a valuable asset to the program (see table 15 for the number of parents who attended the monthly meetings).

Table 15
Monthly Parent Meetings

Month	Number Attending
October	35
November	25
December	14
January	21
February	22
March	26
April	33
May	31

Cluster meetings were also arranged with the parents and students by the school-community coordinator. Each representative neighborhood was included. These meetings were conducted in the homes of the parents. The purpose was to discuss the program in terms of change, expansion, evaluation, and revision. Common problems were shared and often solutions were found. The students were a vital part of the cluster meetings as barriers between the parent and the child were either lessened or broken completely. A warm, friendly atmosphere was developed among the potential dropouts, parents, and other participants (see table 16 for the number of parents who attended the cluster meetings).

Table 16
Cluster Meeting Attendance

Month	No. of Parents Attending
October	8
November	10
December	6
January	6
February	8
March	9
April	10
May	10

Parental Involvement

Prior to his initial meeting with the parents, the principal sent a questionnaire to the fifty parents to ascertain parental opinions relative to remaining in or dropping out of school (see Appendix Y for

a copy of the questionnaire). Forty-five of the questionnaires were returned and responses were compiled (see table 17 for a statistical analysis of the responses).

Table 17
Parent Response to Questionnaire

Question	-----Response-----		No Response
	Yes	No	
1. Remain and graduate	34	5	6
2. Leave school and work	11	34	
3. Discuss remaining in school	38	7	
4. Discuss leaving school	40	5	
5. Discuss value of diploma	39	6	
6. Sex Male	30		
Female	15		
7. Participation in extra-curricular activities	10	30	5
8. Discuss dropping out	35	8	2
9. Member potential dropout program	41	4	
10. Potential member of potential dropout program	41	3	1
11. Other children			
college	2		
senior high school	5		
junior high school	20		
elementary school	18		

Following an analysis of the responses, the principal conducted an initial meeting with the parents and informed them of the new program for potential dropouts. During the meeting the principal stressed the importance of the parent's understanding of the nature of child growth

and development as well as the parent's supportive relationship. The principal outlined the purposes of the project and indicated how the dropout program would benefit the youngsters.

Each parent also had an initial meeting with the counselor. This was the counselor's opportunity to meet the parents, obtain family information, and discuss family relationships. The interests, needs, frustrations, ambitions, goals, attitudes, community involvement, and religious affiliations were discussed in the interview. The counselor stressed the need for the help and cooperation of the parent and also explained the role of the counselor in the program.

A group of three parents contacted the principal and asked for his assistance in planning and implementing a furlough project for the potential dropouts. This furlough plan provided seven students with an opportunity to leave school for a designated time of from one to three months. The students used this time to examine the world of work, to attempt to obtain a part-time job, to learn the requirements for successful employment, and to decide upon the position of interest. At the end of the

designated time, the students returned to school. They completed all required work and were provided with competent peer and teacher assistance.

This type of activity provided needed encouragement for the student who had to find out what the world was like before he was cast out to fend for himself. This plan provided the opportunity for the potential dropout to explore his world without closing the door to his return to school. This opportunity to be away from school gave the student the chance to stand back and examine the situation realistically.

The parents helped with clerical work and routine management duties. They also assisted in the classroom as assistant teachers and aides. They relieved the teacher of such routine tasks as reviewing written tests, marking short answer quizzes, and operating audio-visual equipment. These functions also served effectively to reduce pupil and parent alienation.

The parents acted as chaperones at activities, such as sports events, dramatic presentations, luncheons, dances, proms, trips, fund-raising events, club activities, and special program activities. Some parents also came as observers. This interest in the activities of the potential dropout improved the communication between the parent and the child and helped to dispel some of the serious mistrust that existed.

A group of the parents conceived the Parent's Pledge of Cooperation. This pledge served as a reminder and guide for the parents of the potential dropout. The principal wrote a letter to each parent and included in the letter the Parent's Pledge of Cooperation (see appendix Z for a copy of the letter and the pledge).

Two of the teachers initiated a seminar for parents as an effective means for keeping the parents interested and involved. The seminar groups were kept small and the atmosphere informal. The parents who constituted the groups were free to discuss the issues with which they felt they needed help. The first few meetings were highly structured to provide feelings of security for the parents. However, the seminar groups eventually became self-directed. The staff were members but did not always assume leadership roles. They were there as participants and consultants, but did not dominate the groups.

The seminars were conducted for the purpose of examining a variety of problems without reference to any specific student. Some of the topics included the following:

1. Helping the parents understand the importance of self-concept and helping the child develop a positive image of himself
2. Reading material in the home
3. The importance of travel as an educational activity
4. The importance of encouraging hobbies
5. The value of membership in clubs and community organizations
6. Intelligent discussion over significant social issues

The parents evaluated the seminars and agreed unanimously that the seminars were of inestimable value and should not only be continued but should be extended to include parents of other students. An attendance record was kept of parental participation (see table 18).

Table 18
Attendance of Parents at Seminars

Month	Number Attending
September	15
October	35
November	38
December	36
January	43
February	35
March	40
April	42
May	43
June	39

Extracurricular Activities

The premise underlying the extracurricular program for the potential dropouts in this project was that extracurricular activities were open to the target population on the basis of ability. Limiting the participants by insistence on passing grades or other rules such as past attendance and punctuality were waived for these youngsters.

Each student was given a list of the extracurricular activities offered and the students selected the activities in which they were interested. The schedule was flexible in order to make it convenient

for the students to participate in the extracurricular activities. This scheduling also enabled the potential dropouts to maintain contact with the program in the main building. After class schedules had been decided upon, the time to participate in the sports program, dramatic activities, musical activities, and others was arranged. Any needed changes were made by the teachers and the students.

The potential dropouts were afforded an opportunity to participate in the decision-making process through the student government, junior and senior class activities, and the various clubs. In their advisory class,³ the potential dropouts had their own student government organization. Each class had a president, vice president, secretary, and treasurer. The president represented his/her advisory class in the school-wide student government senate, helped in operational aspects of the school, and also worked on existing student problems in the school such as attendance, punctuality, behavior, and academic achievement.

The students in this project also rendered services to the community. They volunteered their services as library aides, hostesses, and supervisors of the children's section in the West Philadelphia Regional Library. The potential dropouts also aided in the collection of overdue books. With the assistance of the head of the special

³In the context of this report, "advisory class" refers to a group of twenty-five students, selected alphabetically, who meet with the same teacher (adviser) for fifteen minutes each day for the purposes of attendance taking, guidance, and advice concerning school rules, regulations, and activities.

education department, they became an integral part of the building campaign for the new library. One of the most impressive contributions was painting pictures, portraits, and scenes on the boards surrounding the library while construction was taking place.

The potential dropouts also assisted in the membership, fund-raising, and program activities of the Young Men's Christian Association in West Philadelphia. This was arranged through a member of the Board of Managers. The students participated in telephone squads, acted as messengers, and delivered literature in the community. They also assisted other community agencies such as Citizens for Progress, Cobbs Creek Community Council, Fifty-second Street Business Association, West Philadelphia Arts League, West Philadelphia Corporation, and the Walnut Hill Council in a similar way. Table 19 indicates the number of potential dropouts who participated in community activities through the various agencies.

The potential dropouts were also encouraged to attend the school social events of the year, such as the after-school dances, the Christmas party, the dinner dance, the junior prom, the senior prom, the freshman frolic, the class trip, the senior luncheon, and the varsity club dinner.

Table 19
Participation in Community Activities

Community Organization	Number of Participants
West Branch YMCA	8
West Philadelphia Regional Library	7
Citizens for Progress	4
Cobbs Creek Community Council	6
Fifty-second Street Business Association	5
West Philadelphia Arts League	4
West Philadelphia Corporation	2
Walnut Hill Community Council	3
Mantua Area Council	6
Lancaster Avenue Council	4
Miseracordia Hospital	10
People's Health Service	4
NAACP Office	5

Teachers reported that the extracurricular program seemed to enhance and develop interpersonal relationships and seemed to provide an opportunity for the students to function well with each other. The potential dropouts had an opportunity to develop their talents and learn sportsmanship. Making correct choices and right decisions were part of the program. Priorities were set, constructive competition was learned, sets of values were established, and the potential dropouts seemed to develop self-confidence and social awareness through the extracurricular program. See table 20 for a list of activities and the number of potential dropout participants for the years 1975-1976 and 1976-1977.

Table 20

Participation in Extracurricular Activities

Activity	Number of Participants	
	1975-76	1976-77
Junior Air Force ROTC	0	5
Baseball	1	4
Basketball	3	8
Bowling	0	2
Cheerleaders	0	1
Chess Club	0	0
Club Finest	0	3
Counselor Aide	0	2
Engineers Club	0	0
Junior Class Officers	0	0
Sophomore Class Officers	0	0
Senior Class Officers	0	0
Color Guard	0	0
Debating Club	0	0
Distributive Education Club	0	1
Dramatics Club	0	3
Drum Majorettes	0	0
Flag Line	0	10
Yearbook	0	1
Gospel Choir	3	7
Gymnastics	0	1
Football	2	3
Library Aide	0	1
Orchestra & Band	2	4
Office Aide	0	3
Pep Team	2	6
Photography Club	1	1
Receptionist	1	5
School Newspaper	0	3
Soccer	0	0
Softball	0	4
Swimming	2	6
Student Government	0	4
Tennis	0	1
Track	2	4
Communications	0	1
Varsity Club	0	8
Volleyball	0	3
Weightlifting	0	2
West Indies Club	0	2

Business Community

The business community became an important part of the program for saving the potential dropouts at the high school level. This group offered the potential dropout the opportunity for economic independence through employment and effective community participation.

The principal met with members of the business community and explained the entire program. Representatives and owners from the following large business establishments participated in the program:

- General Electric Company
- Bell Telephone Company
- Provident National Bank
- Western Savings Fund Society
- Provident Mutual Insurance Company
- Rowland Insurance Company
- Ford Real Estate Company
- Rubin Real Estate Office
- Drexel University
- University of Pennsylvania
- Misericordia Hospital
- Presbyterian Medical Center
- North Carolina Mutual Insurance Company
- University of Pennsylvania Hospital
- United States Post Office
- Consolidated Finance Company
- Thriftway Markets

Representatives and owners of small business such as the following also participated in the program:

shoe stores
dress shops
restaurants
furniture stores
appliance stores
jewelry shops
gas stations
repair shops
card and gift shops
custodial companies

The business people were asked by the principal to participate in the following ways:

1. Distribute career information
2. Conduct student seminars
3. Provide opportunities for the potential dropouts to visit plants and offices
4. Encourage students hired for the summer to return to school in the fall by explaining increased benefits they could obtain in their job if they graduated
5. Plan working hours so that the potential dropouts could work and continue with their education

Following this initial meeting, the business participants planned for a seminar with the potential dropouts. The counselor and the non-teaching assistant, who was the job coordinator, assisted and attended the seminar. The topics discussed included the following:

1. Job preparation and its importance
2. Attendance and punctuality
3. Necessity for completing high school

4. Importance of a proper attitude toward one's job
5. Relationships with fellow workers
6. Job responsibilities

The potential dropouts then visited some of the places of business listed previously.

The students were given instructions concerning what to observe. Some of the topics included size, number of employees, equipment, various types of jobs, salaries offered, job requirements, opportunities for advancement, and physical condition of the plant. Instructions were given concerning relationships with the employees.

The students selected the sites they wished to visit (see table 21 for a record of visits). The time of the visits was arranged for the convenience of the business and the school, and the visits were chaperoned by the school-community coordinator, the non-teaching assistant, and the parents.

During the month of June 1977, the potential dropouts were asked to evaluate this phase of the program. Table 22 indicates the results of the evaluation in terms of student responses.

Proper placement of the potential dropouts in actual jobs was an important phase of the program. The non-teaching assistant, who served as the job coordinator, visited as many places of possible employment as was feasible. The teachers scheduled each student on a flexible basis to encourage maximum participation. The non-teaching assistant arranged for frequent meetings to discuss the placement, problems, concerns, and successes of each potential dropout. Table 23 displays the

job experiences and the number of potential dropouts who participated in the seven-month program.

Table 21
Sites Visitation Record

Site	Number of Students
Bell Telephone Co., Hopewell, N. J.	20
General Electric	35
Phila. Gas Works Co.	41
Phila. Electric Co.	43
Scott Paper Co.	42
Daroff Tailors	40
Clarkie's Maintenance Firm	26
Modern Laundry	22
General Construction Co.	46
Bookbinder's Restaurant	46
Woods Electricians	38
University of Pennsylvania	33
Misericordia Hospital	28
Cedar Avenue Lumber Co.	18
A and P Food Plant	39

Table 22
Student Evaluation Results

Type of Questions	Number of Responses
Interesting experience	31
Not an interesting experience	11
Valuable learning experience	36
Poor learning experience	5
Interested supervisor	34
Supervisor not interested	7
Helpful employees	33
Learned about careers and jobs	40
Would like to participate again	40
Should be a part of the regular school program	39

Table 23

Career Opportunities Record

Job Experiences	Number of Participants
General Electric Company	2
Philadelphia Gas Works	1
Clarkie's Maintenance	3
Stores	8
Hospitals	2
United States Post Office	5
Mail Order Houses	8
Universities	3
Banks	6
Gasoline Stations	3

Regular monthly meetings were conducted with the participating members of the business community to evaluate the success of the program. The meetings were conducted on the second Tuesday of each month alternately in the day and evening to insure maximum attendance. The meetings were conducted in the following community agencies:

September	West Philadelphia High School
October	West Philadelphia Corporation
November	West Philadelphia Regional Library
December	General Electric Company
January	Philadelphia Gas Works
February	University of Pennsylvania, Faculty Club
March	Pennsylvania Institute
April	Larchwood Mental Health Consortium
May	West Branch YMCA
June	West Philadelphia High School

The members of the business community unanimously agreed that the program had been an overwhelming success. They agreed that it had been a valuable learning experience for them as well as the potential dropouts.

The participating members were given recognition for their participation and contributions. News articles in the local press and radio interviews were used. Also, certificates were presented to the business persons at a community luncheon (see appendix AA for a sample of the certificates). The business community became the public relations group for education in general and job preparation and participation in particular.

CHAPTER VIII

EVALUATION

Elementary School

Attendance

The practicum was designed to improve attendance among the target population by showing a decrease of 25 percent in the number of days absent for 50 percent of the participants. To determine the improvement made on the elementary level, attendance records for the school year 1975-1976 and 1976-1977 were summarized and compared.

Table 24 summarizes the attendance of the population to illustrate the number of days of absence in 1975-76 as compared with the number of days of absence in 1976-77.

The 1976-77 attendance records showed a marked improvement over the records of 1975-76. In the 1976-77 school year, eleven pupils were absent seven days, eleven others were absent four days, and twenty pupils had perfect records. Ninety-eight percent of the total population achieved more than a 25 percent decrease in the total number of days absent in 1976-77 (see table 24).

Lateness

The practicum was also designed to decrease lateness among the target population by showing a decrease of 25 percent in the number of days late among 50 percent of the participants.

Table 24
Number of Absences

Pupil	1975-76	1976-77	Percent of Decrease	Pupil	1975-76	1976-77	Percent of Decrease
1	28	4	86	23	2	0	100
2	1	0	100	24	1	4	increase
3	10	7	30	25	2	0	100
4	11	4	64	26	2	0	100
5	24	7	70	27	18	7	61
6	17	7	41	28	6	4	33
7	35	7	80	29	17	7	59
8	11	0	100	30	23	7	70
9	21	7	67	31	18	7	61
10	15	4	73	32	4	0	100
11	23	4	83	33	4	0	100
12	20	0	100	34	1	0	100
13	31	4	87	35	2	0	100
14	16	4	75	36	1	0	100
15	7	0	100	37	2	0	100
16	5	0	100	38	0	0	--
17	8	4	50	39	0	0	--
18	10	4	60	40	0	0	--
19	5	0	100	41	0	0	--
20	31	7	77	42	0	0	--
21	17	7	59	Total	463	121	
22	14	4	71				

In 1975-76, 4,560 instances of lateness were accumulated by the forty-two pupils. The lateness total was reduced to 1,792 in 1976-77, illustrating a 61 percent decrease. Forty-one of the forty-two

students decreased their number of times late by more than 25 percent in the year 1976-77 (see table 25).

Table 25
Number of Times Late

Pupil	1975-76	1976-77	Percent of Decrease	Pupil	1975-76	1976-77	Percent of Decrease
1	112	41	63	22	114	43	62
2	110	38	65	23	110	28	75
3	101	39	61	24	102	39	62
4	104	40	62	25	112	43	62
5	104	40	62	26	102	39	62
6	114	21	82	27	110	52	53
7	115	40	65	28	111	42	62
8	107	43	60	29	107	41	62
9	111	44	60	30	103	30	71
10	100	45	55	31	104	26	75
11	110	37	66	32	86	43	50
12	114	41	64	33	192	54	72
13	113	25	78	34	59	24	59
14	103	35	66	35	100	73	27
15	102	39	62	36	103	52	50
16	110	39	65	37	103	61	41
17	112	42	63	38	151	44	71
18	50	19	62	39	172	86	50
19	101	35	65	40	72	62	14
20	111	50	55	41	103	71	31
21	106	51	52	42	134	45	66
Total					4560	1792	

Academic Achievement

The academic achievement in reading was measured in May 1976 and May 1977. The Philadelphia Criterion Referenced Tests¹ were administered to the forty-two elementary pupils identified in the target population to measure reading improvement (see appendix BB for an explanation of reading levels).

A comparison of the pre- and posttest results are indicated in Table 26. Table 27 shows that all forty-two pupils increased at least two levels in reading by May 1977.

Table 26
Comparison of Levels Attainment - Reading

Pupil	Level May 1976	Level May 1977	Pupil	Level May 1976	Level May 1977
1	1	4	22	6	10
2	1	4	23	6	11
3	2	5	24	8	11
4	4	7	25	8	11
5	4	7	26	8	10
6	4	8	27	8	11
7	5	8	28	8	11
8	5	9	29	8	13
9	5	10	30	8	11
10	5	10	31	9	13
11	5	10	32	9	11
12	6	10	33	9	13
13	6	10	34	9	13
14	6	9	35	9	14
15	6	9	36	9	13
16	6	9	37	9	13
17	6	9	38	9	15
18	6	9	39	10	14
19	6	10	40	10	14
20	6	10	41	10	13
21	6	10	42	10	13

¹School District of Philadelphia, Office of Curriculum and Instruction, 1976.

Table 27
Levels Increased in Reading

Number of Pupils	Levels Increased
2	2
18	3
15	4
6	5
1	6
Total	42

The Philadelphia Mathematics Levels Tests² were used to measure achievement in mathematics. Each pupil was tested in May 1976 and May 1977. A comparison of the pre- and posttest results are indicated in Table 28. Table 29 shows that all forty-two pupils increased at least three levels in mathematics by May 1977.

Discipline

Throughout the 1976-1977 year, the counselor and teachers charted disciplinary referrals. The final record was compared with referrals made in 1975-1976. The standard set was that disciplinary referrals would be reduced by 25 percent.

In the school year 1975, eighty-one referrals were made to the principal and counselor for the offenses of fighting, cursing, leaving school without permission, refusing to do school work, stealing, and vandalizing.

² School District of Philadelphia, Office of Instructional Services, Division of Mathematics.

Table 28
Comparison of Levels Attainment - Mathematics

Pupil	Level May 1976	Level May 1977	Pupil	Level May 1976	Level May 1977
1	1	5	22	6	14
2	2	5	23	6	14
3	2	8	24	8	13
4	4	10	25	8	14
5	4	8	26	8	13
6	4	10	27	8	14
7	5	10	28	8	14
8	5	10	29	8	14
9	5	11	30	8	13
10	5	14	31	9	14
11	5	14	32	9	13
12	6	11	33	9	14
13	6	12	34	9	14
14	6	11	35	9	13
15	6	11	36	9	14
16	6	14	37	9	15
17	6	11	38	9	15
18	6	11	39	10	15
19	6	14	40	10	15
20	6	11	41	10	15
21	6	14	42	10	15

Table 29
Levels Increased in Mathematics

Number of Pupils	Levels Increased
1	3
4	4
19	5
11	6
5	8
2	9

During the 1976-1977 year, two cases of cursing in the yard were recorded. There were no suspensions for fighting, stealing, or leaving the building without permission. Table 30 indicates that disciplinary referrals were reduced 98 percent by the end of school year 1976-77 when compared with school year 1975-76.

Table 30
Disciplinary Referrals

	1975-76	1976-77
Fighting	27	0
Cursing	11	2
Leaving school without permission	9	0
Refusing to cooperate with school officials	15	0
Stealing	9	0
Vandalizing	<u>10</u>	<u>0</u>
Total	81	2
Percentage of Reduction	98%	

Parental Involvement

In the Ferguson Elementary School parent involvement was assessed by recording the number of parents of the target population who participated in school-related activities during the school year 1976-77 and comparing that record with parent attendance records of 1975-1976. Attendance records of each activity or service rendered were reviewed. Parents participated in the following activities:

1. Group counseling sessions
2. Parent workshops involving family service and basic skills
3. Report card conferences (December and March)
4. Home and school association meetings
5. Volunteer services

Table 31 indicates that there was a 118 percent increase in parental attendance when the two school years were compared.

Table 31
Parent Attendance

Activities and Services	Average Attendance 1975-76	Average Attendance 1976-77
Group Counseling	5	12
Parent Workshops	0	17
Report Card Conferences (December and March)	35	40
Home and School Association meetings	4	11
Volunteer Services	5	27
Totals	49	107
Percentage of Increase 118%		

Junior High School

Attendance

One of the objectives of this practicum was to improve the attendance records of 50 percent of the target group to indicate a 25 percent decrease in the number of absences. This was gauged by comparing school attendance records of the target population for the year 1975-76 with the year 1976-77. A comparison of individual attendance records for the two years, as recorded in Table 32, indicates that twenty-nine potential dropouts or 73 percent of the target population reduced their absence record by more than 25 percent.

Table 32

Number of Absences

Stu- dent	1975-76	1976-77	Percent of Decrease	Stu- dent	1975-76	1976-77	Percent of Decrease
1	20	16	20	21	19	16	16
2	41	30	27	22	43	30	30
3	13	9	31	23	7	5	29
4	42	27	36	24	6	4	33
5	7	3	57	25	55	38	31
6	60	39	35	26	12	7	42
7	23	18	22	27	28	18	36
8	44	31	30	28	14	11	21
9	15	11	27	29	60	41	32
10	50	37	26	30	10	4	60
11	36	23	36	31	46	32	30
12	23	11	52	32	11	6	45
13	40	22	45	33	17	19	12*
14	25	16	36	34	26	18	31
15	83	41	51	35	8	5	38
16	17	10	41	36	48	37	23
17	47	31	34	37	7	9	29*
18	6	8	33*	38	54	39	28
19	42	27	36	39	27	16	41
20	8	6	25	40	8	11	38*

*This represents an increase.

Lateness

Another objective of this practicum was to improve the lateness records of 50 percent of the target group to indicate a 25 percent decrease in the number of times late. This was measured by comparing school lateness records of the target population for the year 1975-76 with the year 1976-77. A comparison of individual lateness records for the two years, as recorded in Table 33, indicates that thirty-five potential dropouts or 88 percent of the target population reduced their lateness record by more than 25 percent.

Table 33

Number of Times Late

Stu- dent	1975-76	1976-77	Percent of Decrease	Stu- dent	1975-76	1976-77	Percent of Decrease
1	38	28	26	21	21	14	33
2	27	19	30	22	39	28	28
3	39	29	26	23	33	18	45
4	41	29	29	24	60	41	32
5	11	7	36	25	16	9	44
6	44	30	32	26	9	12	25*
7	33	21	36	27	3	6	50*
8	27	18	33	28	19	15	21
9	26	27	4*	29	27	20	26
10	28	20	29	30	33	23	30
11	45	32	29	31	34	22	35
12	23	17	26	32	33	19	42
13	32	20	38	33	37	25	32
14	12	6	50	34	51	33	35
15	24	15	38	35	37	26	30
16	36	27	25	36	44	31	30
17	19	11	42	37	16	11	31
18	15	9	40	38	29	18	38
19	41	27	34	39	31	21	32
20	27	18	33	40	18	12	33

*This represents an increase.

Academic Achievement

Another objective of this practicum was to improve achievement in reading and mathematics. Success was determined to have been achieved if 50 percent of the target population advanced at least one level as measured by comparing scores of the Philadelphia Criterion Referenced Tests³ for reading and the Philadelphia Mathematics Levels Test⁴ during the school years of 1975-76 and 1976-77.

The Mathematics Levels Test⁵ and the Criterion Referenced Tests⁶ were administered in September 1976 and again in May 1977. Twenty-nine students advanced one or more levels in the Mathematics Levels Test (see table 34). This represented 73 percent of the target population. In reading, thirty-eight or 95 percent of the forty students advanced one or more levels with the majority advancing three or more levels as indicated in table 35.

Discipline

Another objective at the junior high school level was to reduce the number of disciplinary referrals by 25 percent by the end of the year 1976-77 when compared with the school year 1975-76. This was measured by comparing disciplinary referral forms filed for these students during 1975-76 with those filed during 1976-1977. Table 36 indicates that there was a decrease of 58 percent in the number of disciplinary referrals during the school year 1976-77.

³ School District of Philadelphia, Office of Curriculum and Instruction, 1976.

⁴ _____, Division of Mathematics.

⁵ Ibid.

⁶ Office of Curriculum and Instruction.

Table 34

Mathematics Levels Test

Student	Levels Sept. 76	Levels May 77	Student	Levels Sept. 76	Levels May 77
1	10	10	21	10	13
2	11	13	22	10	10
3	13	16	23	11	14
4	10	12	24	12	16
5	11	11	25	11	13
6	11	14	26	9	10
7	10	10	27	11	14
8	12	13	28	13	13
9	12	12	29	11	15
10	10	13	30	12	15
11	11	11	31	10	10
12	12	14	32	9	13
13	13	13	33	12	14
14	10	14	34	10	13
15	10	12	35	11	12
16	11	11	36	10	13
17	9	12	37	9	11
18	13	17	38	9	13
19	9	10	39	12	15
20	12	12	40	9	11

Table 35
Criterion Referenced Test

Student	Levels Sept. 76	Levels May 77	Student	Levels Sept. 76	Levels May 77
1	8	11	21	10	12
2	8	10	22	10	13
3	9	11	23	8	10
4	8	11	24	9	11
5	10	11	25	7	10
6	10	13	26	8	10
7	9	11	27	7	10
8	12	12	28	9	12
9	8	12	29	8	12
10	9	11	30	9	11
11	8	12	31	8	12
12	10	14	32	8	12
13	9	12	33	9	11
14	8	12	34	10	11
15	8	10	35	9	12
16	9	13	36	7	10
17	12	12	37	9	12
18	9	13	38	8	12
19	9	11	39	8	11
20	12	14	40	10	13

Table 36

Disciplinary Referrals

1975-76	1976-77
184	78*

*58 percent decrease

Parental Involvement

A comparison of the attendance records of parental activities for 1975-76 with those of 1976-77 indicated that there was an 85 percent increase in participation of the parents at the Home and School Association meetings and in volunteer services. The parents also participated in the Parent-Partnership Workshops during the 1976-77 school year. Since this program was a new program, it was not used in the comparison (see table 37).

Table 37

Parent Attendance

Activity	1975-76	1976-77
Home and School Association Meeting	16	29
Volunteer Services	10	19
Parent-Partnership	0*	(22)*
	26	48**

*This activity did not exist during the 1975-76 school year.

**This represents an 85% increase.

Senior High School

Attendance

One purpose of this practicum was to improve attendance figures for the target population by decreasing the number of absences by at least 25 percent for one-half of the students; this evaluation was made by comparing each individual's number of absences for the year 1975-1976 with his number of absences for the year 1976-1977. Table 38 reveals this comparison for the high school level. A study of the figures indicates that 100 percent of the students decreased their absence record by better than 25 percent.

Table 38
Number of Absences

Stu- dent	1975-76	1976-77	Percent of Decrease	Stu- dent	1975-76	1976-77	Percent of Decrease
1	85	31	64	26	136	20	85
2	93	12	87	27	107	11	90
3	95	6	94	28	105	46	56
4	69	8	88	29	86	22	74
5	111	9	92	30	104	8	92
6	68	14	79	31	86	15	83
7	122	11	91	32	109	7	94
8	131	31	76	33	162	9	94
9	115	5	96	34	117	12	90
10	99	4	96	35	94	2	98
11	117	7	94	36	132	0	100
12	136	12	91	37	82	12	85
13	132	2	98	38	140	8	94
14	53	9	83	39	106	11	90
15	53	20	62	40	81	0	100
16	85	15	82	41	122	9	93
17	94	5	95	42	115	7	94
18	64	8	88	43	121	6	95
19	116	5	96	44	99	5	95
20	111	7	94	45	133	0	100
21	79	11	86	46	141	31	78
22	58	21	64	47	98	8	92
23	117	4	97	48	105	0	100
24	134	9	93	49	86	5	94
25	66	8	88	50	126	3	98

Lateness

A second purpose of this practicum was to improve lateness figures for the target population by decreasing the number of times late by at least 25 percent for one-half of the students; this evaluation was made by comparing each individual's number of times late for the year 1975-1976 with his number of times late for the year 1976-1977. Table 39 reveals this comparison for the high school level. A study of the figures indicates that 80 percent of the students decreased their lateness record by better than 25 percent.

Table 39
Number of Times Late

Stu- dent	1975-76	1976-77	Percent of Decrease	Stu- dent	1975-76	1976-77	Percent of Decrease
1	32	4	88	26	2	6	150*
2	15	2	87	27	1	3	200*
3	39	3	92	28	18	0	100
4	11	1	91	29	6	3	50
5	18	0	100	30	19	0	100
6	33	5	85	31	13	0	100
7	17	2	88	32	17	1	94
8	8	3	63	33	3	0	100
9	0	0	--	34	8	4	50
10	15	0	100	35	0	0	--
11	3	6	100*	36	3	0	100
12	2	5	150*	37	12	4	67
13	4	0	100	38	5	0	100
14	8	4	50	39	42	0	100
15	2	2	0	40	8	0	100
16	15	10	33	41	11	1	91
17	11	4	64	42	16	2	88
18	57	11	81	43	11	0	100
19	1	0	100	44	0	3	--**
20	4	2	50	45	8	0	100
21	21	3	86	46	3	6	100*
22	18	6	67	47	1	2	100*
23	3	0	100	48	8	0	100
24	7	2	71	49	18	0	100
25	23	4	83	50	14	0	100

*This represents an increase.

**This student did not register any percentage of increase since he started with zero latenesses during the year 1975-76 and division by zero is impossible.

Academic Achievement

A third purpose of this practicum was to improve academic achievement in the basic skills areas of reading and mathematics. This was evaluated at the senior high school level by a comparison of pre- and post-administrations of standardized as well as School District of Philadelphia and local school department-made testing instruments.

The California Achievement Test⁷ results of the February 1977 administration were compared with the results of the February 1976 administration in order to measure student achievement in reading. Complete data were available for only eleven of the students in the potential dropout program. Eight students improved their national percentile ranking. There were insufficient data available to determine standardized achievement for the remaining thirty-nine students. They either did not take the test or did not complete the test sufficiently. For different reasons, they were not test oriented and felt no need to participate.

Academic achievement in reading was also measured by an administration of the Philadelphia Informal Reading Inventory⁸ in the fall of 1976 and a comparison of these results with those of the same inventory administered in the spring of 1977 (see table 40 for a comparison of the results). An examination of Table 40 indicates that the independent

⁷Ernest W. Tiegs and Willis W. Clark, California Achievement Tests, Monterey, California: McGraw-Hill, 1970.

⁸Temple University, Informal Reading Inventory, Philadelphia: Department of Psychology, Reading Clinic.

Table 40

Philadelphia Informal Reading Inventory Results

Student	Pretest--Fall 1976		Posttest--Spring 1977	
	Independent Level	Instructional Level	Independent Level	Instructional Level
1	5.5	5.3	6.0	6.0
2	5.6	4.8	6.2	5.7
3	5.5	5.0	6.0	5.7
4	6.3	4.6	7.0	6.1
5	5.4	5.0	5.9	5.5
6	4.3	5.1	5.1	5.0
7	4.0	4.1	4.8	4.7
8	5.0	5.0	5.6	5.4
9	5.3	5.2	5.8	5.8
10	6.7	6.5	7.6	7.8
11	4.2	4.2	4.9	4.9
12	4.0	3.9	5.0	5.0
13	3.8	3.7	4.8	4.9
14	7.2	7.0	8.0	8.1
15	6.8	6.5	7.4	7.0
16	5.9	5.8	6.6	6.7
17	5.4	5.3	6.0	6.0
18	3.5	3.6	4.3	4.8
19	7.2	7.3	8.0	8.1
20	5.1	5.2	5.9	6.0
21	8.0	8.1	8.6	8.9
22	6.9	6.7	8.0	8.1
23	4.8	4.9	5.5	5.7
24	4.5	5.0	5.0	5.1
25	5.9	5.6	5.9	6.1
26	5.9	5.7	6.0	7.0
27	6.0	6.0	6.0	7.2
28	6.9	6.9	7.3	8.0
29	5.5	5.8	6.0	7.2
30	7.8	8.0	8.2	8.4
31	4.9	5.0	5.2	6.1
32	3.9	4.2	4.4	5.2
33	7.8	8.1	8.3	9.1
34	8.3	8.6	9.0	10.0
35	5.9	6.4	6.4	7.1
36	6.0	6.5	7.0	7.2
37	5.2	5.4	5.8	6.2
38	5.5	5.7	6.3	7.0
39	6.5	6.8	6.8	7.0
40	5.3	5.6	5.6	5.8

continued

Table 40 (continued)

Student	Pretest--Fall 1976		Posttest--Spring 1977	
	Independent Level	Instructional Level	Independent Level	Instructional Level
41	4.6	5.0	5.1	5.0
42	4.4	5.2	4.4	4.8
43	5.3	6.0	5.7	6.2
44	3.8	4.0	4.0	4.4
45	6.6	7.0	7.1	8.0
46	6.3	7.0	6.9	7.2
47	3.6	4.0	4.0	5.0
48	8.6	8.6	9.1	10.0
49	4.8	5.0	9.1	6.1
50	5.0	5.4	6.1	7.2

reading level was raised for forty-seven of the potential dropouts.

Three students maintained the same independent reading level, and none showed any regression. Table 40 further indicates that the instructional reading level was raised for forty-nine of the students. One student maintained the same instructional level, and none showed any regression.

Academic achievement in reading was also measured by a pretest and posttest administration of the Peabody Individual Achievement Test.⁹ An examination of Table 41 indicates the growth in reading recognition and reading comprehension that took place from the fall of 1976 until the spring of 1977. Table 41 indicates that all of the potential dropouts showed growth in reading recognition and reading comprehension when the spring and fall scores were compared.

⁹Lloyd M. Dunn and Frederick C. Markwardt, Peabody Individual Achievement Test, Circle Pines, Minnesota: American Guidance Service, 1970.

Table 41

Peabody Individual Achievement Test
Reading 1976-77

Student	Pretest--Fall 1976		Posttest--Spring 1977	
	Reading Recognition	Reading Comprehension	Reading Recognition	Reading Comprehension
1	5.5	4.9	6.0	5.5
2	5.6	4.9	6.2	5.7
3	5.5	5.1	6.0	5.8
4	6.4	4.8	7.0	5.5
5	5.3	5.1	5.9	5.6
6	4.6	5.2	5.0	5.7
7	4.2	4.7	4.6	5.2
8	5.0	5.5	5.6	6.0
9	5.3	4.5	5.8	5.0
10	6.9	5.2	7.5	5.7
11	4.2	4.1	4.8	4.7
12	4.1	4.5	4.6	5.0
13	3.8	4.5	4.2	4.9
14	7.2	6.1	7.9	6.7
15	6.8	5.2	7.3	5.8
16	5.9	5.6	6.5	6.1
17	5.4	5.4	6.0	5.9
18	3.6	4.6	4.1	5.0
19	7.3	6.7	8.0	7.4
20	5.3	4.8	5.9	5.2
21	8.2	6.7	8.8	7.3
22	7.4	5.8	8.0	6.3
23	4.7	5.3	5.2	5.9
24	4.5	5.1	5.0	5.7
25	5.8	5.5	6.4	6.0
26	5.5	4.8	6.0	5.2
27	5.6	4.8	6.2	5.1
28	6.7	5.9	7.3	6.4
29	5.2	5.1	6.0	5.8
30	7.6	8.2	8.1	8.7
31	4.8	5.4	5.1	5.8
32	3.9	4.5	4.4	5.0
33	7.8	7.6	8.2	8.0
34	8.3	6.9	8.7	7.2
35	5.8	4.9	6.4	5.4
36	6.5	5.8	7.0	6.2
37	5.2	5.0	5.7	5.5
38	5.5	4.8	6.1	5.2
39	6.3	5.1	6.7	5.6
40	5.3	5.1	5.8	5.5

continued

Table 41 (continued)

Student	Pretest--Fall 1976		Posttest--Spring 1977	
	Reading Recognition	Reading Comprehension	Reading Recognition	Reading Comprehension
41	4.6	5.2	5.0	5.7
42	4.2	4.7	4.8	5.2
43	5.1	5.5	5.5	6.1
44	3.8	4.5	4.0	5.1
45	6.6	5.1	7.0	5.7
46	6.3	4.8	6.8	5.2
47	3.6	4.6	4.0	4.9
48	8.6	8.8	9.1	9.3
49	4.8	3.9	5.4	4.2
50	5.4	5.4	6.1	5.9

Academic achievement in mathematics was measured by an administration of the Philadelphia Mathematics Evaluation Test, Level II and Level III,¹⁰ in the fall of 1976 and a comparison of these results with those of the same tests in the spring of 1977 (see tables 42 and 43 for a comparison of the results). An examination of Table 42 indicates that in the Level II test six students scored lower on the posttest than they did on the pretest, three students' scores remained constant, and forty-one or 82 percent of the potential dropouts improved their scores in mathematics. Table 43 indicates that, in the Level III test, three students scored lower on the posttest than they did on the pretest, two students' scores remained constant, and forty-five, or 90 percent, of the potential dropouts improved their scores in mathematics.

¹⁰School District of Philadelphia, Philadelphia Mathematics Evaluation Test, Office of Instructional Services, Division of Mathematics Education.

Table 42

Philadelphia Mathematics Evaluation Test 1976-77
Level II

Stu- dent	Pretest Fall 1976 # Correct	Posttest Spring 1977 # Correct	Stu- dent	Pretest Fall 1976 # Correct	Posttest Spring 1977 # Correct
1	42	50	26	43	49
2	51	53	27	45	50
3	45	50	28	51	51
4	48	46	29	49	48
5	46	51	30	52	53
6	48	50	31	48	52
7	43	47	32	46	51
8	41	49	33	43	49
9	50	51	34	42	46
10	49	50	35	49	52
11	42	41	36	50	50
12	52	52	37	51	50
13	40	48	38	44	49
14	47	50	39	47	51
15	43	51	40	42	48
16	45	49	41	43	47
17	46	47	42	51	52
18	49	50	43	45	48
19	50	51	44	47	49
20	51	50	45	46	45
21	48	50	46	48	51
22	39	46	47	49	51
23	50	49	48	50	52
24	46	51	49	48	51
25	49	51	50	42	48

Table 43

Philadelphia Mathematics Evaluation Test 1976-77
Level III

Stu- dent	Pretest Fall 1976 # Correct	Posttest Spring 1977 # Correct	Stu- dent	Pretest Fall 1976 # Correct	Posttest Spring 1977 # Correct
1	53	57	26	51	57
2	48	56	27	56	58
3	55	60	28	49	51
4	58	65	29	63	62
5	56	60	30	60	60
6	58	56	31	57	58
7	49	55	32	53	59
8	51	59	33	54	57
9	60	62	34	51	60
10	59	63	35	50	55
11	62	62	36	40	51
12	52	51	37	60	61
13	57	59	38	55	59
14	55	60	39	53	54
15	53	61	40	62	63
16	47	58	41	48	51
17	58	63	42	53	59
18	60	61	43	55	61
19	61	63	44	58	60
20	52	59	45	54	60
21	50	58	46	55	59
22	52	55	47	51	56
23	52	54	48	53	57
24	48	55	49	61	65
25	59	61	50	52	58

It should be noted that five members of the target population dropped out of school before the reading and mathematics tests were administered in the spring of 1977. These students were contacted and agreed to return to school to complete the tests. The test results for these students were included in the final tabulation.

Discipline

A fourth purpose of this practicum was to reduce the number of disciplinary referrals by 25 percent for the target population during the school year of 1976-77; the evaluation of this phase of the practicum was accomplished by comparing the number of disciplinary referrals for the year 1975-1976 with the number of disciplinary referrals for the year 1976-1977. At the high school level, this was done by tabulating the number of Forms EH20, Philadelphia Disciplinary Referral Sheet, for the fifty potential dropouts. The number of disciplinary referrals for the school year 1975-1976 was 184. During the year of this practicum, 1976-1977, there were only three referrals for disciplinary reasons. A comparison of these numbers indicated a reduction of 98 percent in the number of disciplinary referrals.

Parental Involvement

A fifth purpose of this practicum was to increase the involvement of parents and participation of parents in school-related activities during the year 1976-1977; this phase of the practicum was evaluated at the high school level by comparing the number of parents of the target population who participated in school-related activities during the year 1975-1976 with the number who participated during the year 1976-1977. An increase of 25 percent participation was deemed necessary for success.

During the year 1975-1976, the parents of the potential dropouts did not participate in any of the home and school association meetings. There was no effort made to involve the parents and they,

themselves, apparently were uninterested and indifferent. As a result of the efforts described in this practicum, parents did attend home and school association meetings during the year 1976-1977. Meetings were conducted during the months of October 1976 through May 1977. In October 1976, twenty-five parents of the potential dropouts attended the home and school association meeting. In May 1977, thirty-nine parents attended. The average number of parents who were present at each meeting during the eight months was thirty-six.

Parental conferences following issuance of report cards were conducted three times during the year. In 1975-1976 only an average of four parents of the potential dropouts visited the high school to discuss student problems with the teachers after report cards had been distributed. During the three parent meetings in 1976-1977, an average of forty-one parents attended.

The school-community coordinator held cluster meetings of parents throughout the West Philadelphia area during the years 1975-1976 and 1976-1977. The parents of the potential dropouts attended no school-community coordinator cluster meetings during the year 1975-1976. None of the parents was willing to accept the responsibility for the home meetings. Table 44 illustrates the number of parents who attended the cluster meetings at the various community councils within the high school boundaries during the year 1976-1977.

During the year 1975-1976, no group counseling meetings were attended by any of the parents of the potential dropouts. These parents were not receptive to, or interested in, this type of service. As a

result of the practicum, many parents attended the group counseling meetings during the year 1976-1977. Table 45 depicts this attendance.

Table 44

School-Community Coordinator Cluster Meetings 1976-77

Month	Area	Number of Parents
October	Cobbs Creek	15
November	Mantua	10
January	Haddington	14
February	Walnut Hill	21
March	University City	16
April	Cedar	12
May	Spruce Hill	9
June	52nd Street	17
Average		14

Table 45

Group Counseling Meetings 1976-77

Month	Number of Parents
October	17
November	23
December	21
January	27
February	31
March	19
April	24
May	22
Average	23

During the school year of 1975-1976, no parents of the fifty potential dropouts attended the subject selection conferences. Eight of the potential dropouts did attend according to counselor records. During the year 1976-1977, thirty-seven parents of the potential

dropouts participated in the subject selection conferences with forty-four of the students attending.

Dropout Rate

A sixth purpose of this practicum was to reduce the dropout rate of the fifty potential dropouts by at least 10 percent at the senior high school level. The success of this aspect of the practicum was determined by a comparison of the number of actual dropouts from the target group during the school year 1976-1977 with the number of actual dropouts from a random selection of fifty students portraying the same potential dropout characteristics as the target group, but who were not a part of the described program in this practicum.

A study of student records indicated that twenty students from the random selection of fifty students who portrayed the same potential dropout characteristics as the target group but who were not a part of the program actually dropped from roll. This was an actual dropout rate of 40 percent.

The number of dropouts from the fifty potential dropouts who comprised the target group was five. This was an actual dropout rate of only 10 percent, indicating that the practicum program reduced the dropout rate by 30 percentage points.

CHAPTER IX

CONCLUDING STATEMENT

The practicum substantiates the statement of Charles Allen that "the school system which plans a fundamental attack on the dropout problem must also consider the forces affecting its pupils in the early school years and even the pre-school years."¹

The overall purpose of this practicum was to develop and implement a program in the Ferguson Elementary School, Shaw Junior High School, and West Philadelphia High School of the Philadelphia School District to reduce the number of dropouts by identifying potential dropouts and designing a program to meet their needs.

Based on research studies and also on the stated national and depicted local needs in the three schools, program strategies and a program design were applied to approximately forty-five potential dropouts in each school.

As a result of the program described in this report, the target population in each school, when compared with the preceding year, improved attendance and lateness records, raised reading and mathematics

¹Charles Allen, Combating the Dropout Problem, (Chicago, Illinois: Science Research Associates, Inc., 1956), p. 22.

achievement scores, reduced disciplinary referrals, increased the involvement of parents and community personnel, and reduced significantly the number of target population dropouts in the senior high school. The success of this program indicates that it could serve as a dropout prevention model for any school cluster.

CHAPTER X

FURTHER APPLICATIONS AND DISSEMINATION

The authors of this project recognize its significance in modifying behavior and decreasing the dropout rate in the School District of Philadelphia.

During the piloting of this project, the authors involved an elementary, junior, and senior high school. After the plan had been accepted by Nova University, the authors attended a meeting with the Superintendent of Schools, Dr. Michael Marcase, and the Deputy Superintendents of Field Operations and Curriculum, Mr. Charles Highsmith and Dr. I. Ezra Staples respectively. The plan was presented at this meeting and the report was later submitted.

Subsequent to the aforementioned meeting, a copy of the practicum report was sent to each of the eight District Superintendents. It was requested in an accompanying letter that an audience be given the authors for the purpose of explaining the project. The authors further requested that principals of each district be apprised of the project and inform their District Superintendents of their desire to participate in the program.

It was recommended to each District Superintendent that further dissemination involve at least ten elementary schools, two junior high schools, and one senior high school in each district.

APPENDIXES

PARENT WORKSHOPS
EVALUATION FORM

Please respond by checking the appropriate column to indicate your opinion.

Sessions	Excellent	Satisfactory	Fair	No Help
Reading Workshops				
Mathematics Workshops				
Child Behavior				
Use of Films and Filmstrips				
Use of Group Discussions				
Parents' Responsibility in Education				

Please check one to answer the questions below:

1. Did you find the group counseling helpful?

Yes _____ No _____

2. Did you learn new ways to handle problems?

Yes _____ No _____

3. Would more sessions be helpful?

Yes _____ No _____

4. Did you attend regularly?

Yes _____ No _____

5. Do you have suggestions for other meetings?

Yes _____ No _____

APPENDIX B

COMMUNITY CONTACTS

Professions

Beverly Graves, M.D.
Maurice Abramson, M.D.
Walker M. Allen, M.D.
Edward Sewell, M.D.
Antonio Barrios, M.D.
Leon Baxt, M.D.
Samuel L. Cresson, M.D.
Floyd Baker, D.D.S.
Elbert H. Wesley, D.D.S.
Architects Workshop
Charles L. Volton, Architect
Lawrence Pollillo, Architect
Haussman's Pharmacy
Angus McDougal Drugs
Barmach's Pharmacy
Brog Pharmacy
Lucky Pharmacy, Inc.
Luke Pharmacy
Ostrow Pharmacy
Richberg's Pharmacy
Sun Ray Drug. Co.
Eugene Clark, Esq.
Suber Lewis, Esq.
The Hon. Charles Wright
The Hon. Clifford Green
Mabel Morris, Meg'l. Administrator of Health Services
Evelyn Davis, School Nurse
Julia Pearson, School Nurse
Robert Crawford, Commissioner of Recreation
Theodore Jordan, Deputy Commissioner of Recreation
Karen Gordon, Social Worker
Pearl Johnson, Social Worker
Alva Waters, Social Worker
Meridian Engineering, Inc.
Austin Engineering
E. L. Conwell and Co., Engineers
Hudson Engineers

Businesses

142

Bell Telephone Company
First Pennsylvania Bank
Philadelphia Savings Fund Society
North Carolina Mutual Insurance Co.
Fidelity Bank
A. & P. Supermarket
Ducky's Haberdashery
Wells' Cards and Notions
L. & B. Drugs Store
Boots and Shoes, Inc.
Brown's Furniture Store
Ice Cream Parlor
Heritage Book Store
McDonald's
Diaz' Furniture Store
Santiago's Food Market
Havana Jewelers
Delgado Enterprises, Inc.

Community Agencies

Y.M.C.A.
Y.W.C.A.
R. W. Brown Boys Club
Heritage House
Temple University
 Communications Department
 Music Department
 Performing Arts Department
William Penn High School
Armed Services Recruitment Unit
State Office Building
 Governor's Council on Opportunity for Spanish
 Regional Office/Governor's Justice Commission
 Office of Planning and Development
St. Christopher's Hospital
The Philadelphia Police Department
The Philadelphia Fire Department
Health Clinic
Public Library
7th St. Methodist Church
Municipal Court
Philadelphia Anti-Poverty Action Commission
 Area D
 Area E
Philadelphia Department of Recreation

PROGRAM CONTRACT
COMMUNITY

Name _____
(Agency, Business, Professional Person-
Program Director _____

I do agree to plan, implement and evaluate a
program of activities in the area of _____
for _____ of
(pupil's name)
the Ferguson Elementary School, 7th and Norris Sts.

The program will operate one hour each two days
a month for eight months, beginning October, 1976 and
ending May, 1977.

The activities will help develop an awareness of
the claimed interests of _____.
(pupils' name)

These activities are in consonance with the total
school program.

Principal (Signature)

Program Director (Signature)

Parent (Signature)

Pupil (Signature)

APPENDIX D
DROPOUT QUESTIONNAIRE
WEST PHILADELPHIA HIGH SCHOOL
47th & Walnut Street
Philadelphia, Pa. 19139

144

October 1, 1976

Dear friend:

I am conducting a survey of students who did not complete West Philadelphia High School last year. My purpose is to try to do what we can to help students stay in school and receive a diploma. Your answers to the following questions will help. Please respond to the questions and mail to me in the stamped envelope. It is not necessary to place your name on the paper.

Thank you, in advance, for your assistance.

1. Why did you leave school before graduating?

2. With whom did you talk about leaving school?
(Please check all that apply)

☐ Principal/vice principal

☐ Teacher

☐ Counselor

☐ Others (please specify)

3. Whose idea was it to leave school? (Check)

☐ Yours

☐ Your parents and/or relatives

☐ Your friends

☐ The schools

4. What would have helped you to stay in school?

Very truly yours

WALTER H. SCOTT
Principal

WHS/abh

FORM EN 6 - CUMULATIVE RECORD--SCHOOL DISTRICT OF PHILADELPHIA 1967

ROOM OR GROUP		YEAR ENDING JUNE 19--		GRADE		DATE OF PROGRESS (YEARS)		BEHAVIOR		EXCUSED ABSENCE		UNEXCUSED ABSENCE																																																																																																																																																												
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DATE OF TEST	USE SPACES BELOW FOR TESTING PROGRAM CUMULATIVE RECORD LABELS. USE ONLY THAT PORTION OF LABEL DESCRIBED IN DIRECTIONS ACCOMPANYING SHEETS OF LABELS.		
	REMOVE THE PROTECTIVE BACKING SHEET FROM THE PUPIL'S LABEL. PRESS SELF-ADHERING LABEL ON THE CARD WITHIN THIS SPACE. DO NOT USE PASTE OR WATER.		
	REMOVE THE PROTECTIVE BACKING SHEET FROM THE PUPIL'S LABEL. PRESS SELF-ADHERING LABEL ON THE CARD WITHIN THIS SPACE. DO NOT USE PASTE OR WATER.		
	REMOVE THE PROTECTIVE BACKING SHEET FROM THE PUPIL'S LABEL. PRESS SELF-ADHERING LABEL ON THE CARD WITHIN THIS SPACE. DO NOT USE PASTE OR WATER.		
	REMOVE THE PROTECTIVE BACKING SHEET FROM THE PUPIL'S LABEL. PRESS SELF-ADHERING LABEL ON THE CARD WITHIN THIS SPACE. DO NOT USE PASTE OR WATER.		
	REMOVE THE PROTECTIVE BACKING SHEET FROM THE PUPIL'S LABEL. PRESS SELF-ADHERING LABEL ON THE CARD WITHIN THIS SPACE. DO NOT USE PASTE OR WATER.		
	REMOVE THE PROTECTIVE BACKING SHEET FROM THE PUPIL'S LABEL. PRESS SELF-ADHERING LABEL ON THE CARD WITHIN THIS SPACE. DO NOT USE PASTE OR WATER.		

FORM EH7 - CUMULATIVE RECORD LABEL CARD - SCHOOL DISTRICT OF PHILADELPHIA (JAN. 1969)

SCHOOL DISTRICT OF PHILADELPHIA

APPENDIX F
FORM EH7

149

160

159

NAME				NAME				NAME				NAME			
SCHOOL				SCHOOL				SCHOOL				SCHOOL			
ST. NO.	GRADE	GROUP		ST. NO.	GRADE	GROUP		ST. NO.	GRADE	GROUP		ST. NO.	GRADE	GROUP	
CURR. YEAR ENDING JUNE 10				CURR. YEAR ENDING JUNE 10				CURR. YEAR ENDING JUNE 10				CURR. YEAR ENDING JUNE 10			
ADVISED				ADVISED				ADVISED				ADVISED			
SUBJECT				SUBJECT				SUBJECT				SUBJECT			
ENGLISH	DATE	DEB	PO/US	ENGLISH	DATE	DEB	PO/US	ENGLISH	DATE	DEB	PO/US	ENGLISH	DATE	DEB	PO/US
SOC. ST.				SOC. ST.				SOC. ST.				SOC. ST.			
MATH.				MATH.				MATH.				MATH.			
SCIENCE				SCIENCE				SCIENCE				SCIENCE			
FOR. LANG.				FOR. LANG.				FOR. LANG.				FOR. LANG.			
COMMERCE				COMMERCE				COMMERCE				COMMERCE			
H. EC.-IA TP-ART MUSIC				H. EC.-IA TP-ART MUSIC				H. EC.-IA TP-ART MUSIC				H. EC.-IA TP-ART MUSIC			
PHYS. ED.				PHYS. ED.				PHYS. ED.				PHYS. ED.			
HEALTH ED.				HEALTH ED.				HEALTH ED.				HEALTH ED.			
OTHER				OTHER				OTHER				OTHER			
BEHAVIOR				BEHAVIOR				BEHAVIOR				BEHAVIOR			
PRES.	ADD.	LATE		PRES.	ADD.	LATE		PRES.	ADD.	LATE		PRES.	ADD.	LATE	
GRADE NEXT YEAR				GRADE NEXT YEAR				GRADE NEXT YEAR				GRADE NEXT YEAR			
SENIOR (OR JUNIOR) HIGH				SENIOR HIGH				SENIOR HIGH				SENIOR HIGH			

LAST NAME			FIRST NAME			MIDDLE NAME			SCHOOL			ST. NO.			MONTH			DAY			YEAR			BOY			GIRL		
NAME			NAME			NAME			NAME			NAME			DATE OF BIRTH			DATE OF BIRTH			DATE OF BIRTH			DATE OF BIRTH			DATE OF BIRTH		
SCHOOL			SCHOOL			SCHOOL			SCHOOL			SCHOOL			SCHOOL			SCHOOL			SCHOOL			SCHOOL			SCHOOL		
ST. NO.			ST. NO.			ST. NO.			ST. NO.			ST. NO.			ST. NO.			ST. NO.			ST. NO.			ST. NO.			ST. NO.		
GROUP			GROUP			GROUP			GROUP			GROUP			GROUP			GROUP			GROUP			GROUP			GROUP		
GRADE			GRADE			GRADE			GRADE			GRADE			GRADE			GRADE			GRADE			GRADE			GRADE		
CURR.			CURR.			CURR.			CURR.			CURR.			CURR.			CURR.			CURR.			CURR.			CURR.		
JUNE 18			JUNE 18			JUNE 18			JUNE 18			JUNE 18			JUNE 18			JUNE 18			JUNE 18			JUNE 18			JUNE 18		
ADV.			ADV.			ADV.			ADV.			ADV.			ADV.			ADV.			ADV.			ADV.			ADV.		
SUBJECT			SUBJECT			SUBJECT			SUBJECT			SUBJECT			SUBJECT			SUBJECT			SUBJECT			SUBJECT			SUBJECT		
ENGLISH			ENGLISH			ENGLISH			ENGLISH			ENGLISH			ENGLISH			ENGLISH			ENGLISH			ENGLISH			ENGLISH		
READING			READING			READING			READING			READING			READING			READING			READING			READING			READING		
SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES			SOCIAL STUDIES		
PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.			PA. & AMER. HIST. & GOVT.					
WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.			WORLD HIST. & GOVTS.					
MATH *			MATH *			MATH *			MATH *			MATH *			MATH *			MATH *			MATH *			MATH *			MATH *		
SCIENCE			SCIENCE			SCIENCE			SCIENCE			SCIENCE			SCIENCE			SCIENCE			SCIENCE			SCIENCE			SCIENCE		
FOR. LANG. *			FOR. LANG. *			FOR. LANG. *			FOR. LANG. *			FOR. LANG. *			FOR. LANG. *			FOR. LANG. *			FOR. LANG. *			FOR. LANG. *			FOR. LANG. *		
INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS			INTRO. TO BUSINESS		
TYPING			TYPING			TYPING			TYPING			TYPING			TYPING			TYPING			TYPING			TYPING			TYPING		
ART			ART			ART			ART			ART			ART			ART			ART			ART			ART		
MUSIC			MUSIC			MUSIC			MUSIC			MUSIC			MUSIC			MUSIC			MUSIC			MUSIC			MUSIC		
HOME EC. *			HOME EC. *			HOME EC. *			HOME EC. *			HOME EC. *			HOME EC. *			HOME EC. *			HOME EC. *			HOME EC. *			HOME EC. *		
SHOP *			SHOP *			SHOP *			SHOP *			SHOP *			SHOP *			SHOP *			SHOP *			SHOP *			SHOP *		
DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.			DRAWING-MECH.		
PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.			PHYS. ED.		
HEALTH ED.			HEALTH ED.			HEALTH ED.			HEALTH ED.			HEALTH ED.			HEALTH ED.			HEALTH ED.			HEALTH ED.			HEALTH ED.			HEALTH ED.		
OTHER			OTHER			OTHER			OTHER			OTHER			OTHER			OTHER			OTHER			OTHER			OTHER		
WORK HABITS			WORK HABITS			WORK HABITS			WORK HABITS			WORK HABITS			WORK HABITS			WORK HABITS			WORK HABITS			WORK HABITS			WORK HABITS		
BEHAVIOR			BEHAVIOR			BEHAVIOR			BEHAVIOR			BEHAVIOR			BEHAVIOR			BEHAVIOR			BEHAVIOR			BEHAVIOR			BEHAVIOR		
PRES.			PRES.			PRES.			PRES.			PRES.			PRES.			PRES.			PRES.			PRES.			PRES.		
ABS.			ABS.			ABS.			ABS.			ABS.			ABS.			ABS.			ABS.			ABS.			ABS.		
LATE			LATE			LATE			LATE			LATE			LATE			LATE			LATE			LATE					
GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR			GRADE NEXT YEAR		
JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE			JR. HIGH/MIDDLE		

INSERT INITIAL IF ITEM

YEAR OF SUBJECT

FORM H 2C SCHOLASTIC RECORD, COMPUTER - SCHOOL DISTRICT OF PHILADELPHIA (SEPT. 1974)

**CONFIDENTIAL APPLICATION FOR FREE OR
REDUCED PRICE MEALS**

USE BALLPOINT PEN - PRESS HARD - YOU ARE MAKING THREE COPIES

**THE SCHOOL DISTRICT OF PHILADELPHIA
1976 - 1977**

**CONFIDENTIAL APPLICATION FOR
FREE OR REDUCED PRICE MEALS**

S 520

APPLICATION NO.

TODAY'S DATE

INSTRUCTIONS: Complete all requested information. Any omission will delay processing.
Return all copies of this form to the principal of this school

NAME OF SCHOOL		NAME OF PRINCIPAL	
NAME OF CHILDREN ATTENDING THIS SCHOOL (attach list if necessary)		GRADE	ROOM NO.
			FOSTER CHILD
1.			
2.			
3.			
4.			
NO. OF PERSONS IN HOUSEHOLD	CHILDREN	ADULTS	TOTAL
HOUSEHOLD INCOME - BEFORE DEDUCTIONS (COMPLETE ONLY ONE) Includes wages, welfare payments, pension, soc. sec., etc. of all members of household.			
YEARLY	MONTHLY	EVERY TWO WEEKS	WEEKLY
\$	\$	\$	\$
IF YOUR HOUSEHOLD INCOME EXCEEDS LIMITS SET ON REVERSE SIDE YOU MAY APPLY FOR SPECIAL HARDSHIP CONSIDERATIONS BY ALSO COMPLETING THIS SECTION. (complete only one column)			
SPECIAL HARDSHIP CONSIDERATIONS		do not include insurance or other coverage	
		YEARLY	MONTHLY
			WEEKLY
UNUSUALLY HIGH MEDICAL BILLS		\$	\$
SPECIAL EDUCATION EXPENSES (due to child's mental or physical condition)			
DISASTER OR CASUALTY LOSSES			
OTHER (specify)			
HOUSING COSTS IN EXCESS OF 30% OF TOTAL HOUSEHOLD INCOME			
ITEMIZE:			
This application is being made in connection with the receipt of Federal funds. School officials may, for cause, verify information on the application. Deliberate misrepresentation of information may subject the applicant to prosecution under applicable state and federal criminal statutes.			
I hereby certify that all of the above information is true and correct to the best of my knowledge and belief.			
SIGNED - PARENT/GUARDIAN/FAMILY MEMBER		DATE SIGNED	PHONE NO.
RESIDENCE - STREET ADDRESS		CITY	ZIP CODE

DO NOT WRITE IN SPACE BELOW

☐ APPROVED - FREE BREAKFAST & LUNCH	REVIEWED BY - SIGNATURE
☐ APPROVED - REDUCED RATE FOR BREAKFAST (10¢) & LUNCH (10¢)	
☐ DENIED - INCOME TOO HIGH	DATE REVIEWED
☐ DENIED - (SPECIFY)	

164

NOTE: You may appeal this decision by calling or writing Mr. Charles Highsmith, Deputy Superintendent, 21st and the Parkway, Philadelphia, Pa., 19103. Phone: 299-7665

SCHOOL PRINCIPAL

153

SCHOOL DISTRICT OF PHILADELPHIA

165

APPENDIX J

154

FORMS 101A & 102A

SCHOOL DISTRICT OF PHILADELPHIA

LAST NAME	FIRST NAME AND INITIALS	ASSIGNED SEPT. 19... GRADE	GROUP NO.
-----------	-------------------------	-------------------------------	-----------

RECORD OF MARKS—SEPTEMBER 19.....—JUNE 19.....

ADVISER'S NAME	SCHOOL	DET.	GRADE	GROUP
	1			
	2			
	3			

SUBJECT	INSERT SUBJECT NAME WHEN NECESSARY, AND GRADE OF SUBJECT, WHEN DIFFERENT FROM GRADE OF PUPIL.	TEACHER'S NAME	FIRST REPORT			SECOND REPORT			THIRD REPORT			END OF YEAR		
			SUBJECT	WORK HABITS	BEHAVIOR	SUBJECT	WORK HABITS	BEHAVIOR	SUBJECT	WORK HABITS	BEHAVIOR	SUBJECT	WORK HABITS	BEHAVIOR
ENGLISH														
READING														
SOCIAL STUDIES														
PA. & AMER. HIST. & GOVT.														
WORLD HIST. & GOVT.														
MATHEMATICS														
SCIENCE														
FOREIGN LANG.														
INTRO. TO BUSINESS														
TYPING														
ART														
MUSIC														
HOME EC.														
SHOP														
DRAWING-MECH.														
PHYSICAL ED.														
HEALTH ED.														
OTHER														
ADVISER'S RATING														

HOMEROOM ADVISER'S COMMENTS

FIRST REPORT:

.....

.....

.....

SECOND REPORT:

.....

.....

.....

THIRD REPORT:

.....

.....

.....

END OF YEAR:

.....

.....

166

LAST NAME		FIRST NAME AND INITIALS		ASSIGNED SEPT. 19... GRADE GROUP NO.										
RECORD OF MARKS—SEPTEMBER 19... —JUNE 19...														
ADVISER'S NAME		SCHOOL		DIST. GRADE GROUP										
		1												
		2												
		3												
SUBJECT	INSERT SUBJECT NAME WHEN NECESSARY, AND GRADE OF SUBJECT, WHEN DIFFERENT FROM GRADE OF PUPIL	TEACHER'S NAME	FIRST REPORT			SECOND REPORT			THIRD REPORT			END OF YEAR		
			SUBJECT	WORK HABITS	BEHAVIOR	SUBJECT	WORK HABITS	BEHAVIOR	SUBJECT	WORK HABITS	BEHAVIOR	SUBJECT	WORK HABITS	BEHAVIOR
ENGLISH														
READING														
SOCIAL STUDIES														
PA. & AMER. HIST. & GOVT.														
WORLD HIST. & GOVTS														
MATHEMATICS														
SCIENCE														
FOREIGN LANG.														
INTRO. TO BUSINESS														
TYPING														
ART														
MUSIC														
HOME EC.														
SHOP														
DRAWING-MECH.														
PHYSICAL ED.														
HEALTH ED.														
OTHER														
ADVISER'S RATING														
HOMEROOM ADVISER'S COMMENTS														
FIRST REPORT:														
SECOND REPORT:														
THIRD REPORT:														
END OF YEAR:														

FORM H 102A—RECORD OF MARKS, JUNIOR HIGH AND ELEMENTARY GRADES 7 AND 8, GIRLS
—SCHOOL DISTRICT OF PHILADELPHIA (SEPT. 1934)

APPENDIX K
FORM EH4
SCHOOL DISTRICT OF PHILADELPHIA

PUPIL'S LAST NAME	FIRST NAME	INITIAL	GRADE	ROOM OR GROUP
RESIDENCE		HOME TELEPHONE		DATE OF BIRTH
SCHOOL	SECOND SCHOOL, IF TRANSFERRED		DATE OF SURVEY	
FATHER'S FIRST NAME (FULL NAME IF DIFFERENT FROM PUPIL OR IF STEPPARENT OR GUARDIAN)		ADDRESS WHERE FATHER IS EMPLOYED		
NAME OF FATHER'S EMPLOYER		BUSINESS TELEPHONE WHERE FATHER CAN BE REACHED		
MOTHER'S FIRST NAME (FULL NAME IF DIFFERENT FROM PUPIL OR IF STEPPARENT OR GUARDIAN)		ADDRESS WHERE MOTHER IS EMPLOYED		
NAME OF MOTHER'S EMPLOYER (WRITE "HOMEMAKER" IF NOT EMPLOYED)		BUSINESS TELEPHONE WHERE MOTHER CAN BE REACHED		
NAME OF ANOTHER PERSON WHO CAN BE CALLED IN AN EMERGENCY			TELEPHONE	
RELATIONSHIP TO PUPIL		ADDRESS		
FORM EH 4—PARENT LOCATION—SCHOOL DISTRICT OF PHILADELPHIA (DEC. 1969)				(OVER)

APPENDIX L

157

FORM CEH 14

SCHOOL DISTRICT OF PHILADELPHIA

PLEASE PRINT

LAST NAME		FIRST NAME AND INITIALS		DATE OF BIRTH			FIRST AND LAST NAME		
				MONTH	DAY	YEAR			
							MOTHER		
							FATHER		
							GUARDIAN		

STUDENT ID

RESIDENCE?		APT NO	ZIP CODE	DIST	TELEPHONE NO 1

OTHER CONTACT

NAME	RELATIONSHIP	ADDRESS	TELEPHONE

FATHER'S PHONE AT WORK

MOTHER'S PHONE AT WORK

NAME OF TEACHER?	NAME OF COUNSELOR?	SCHOOL?	DOY?	GRADE?	ADJUST?
		WEST PHILA. HIGH			

CASE RECORD

C 131	CASE MEMO	PN	C 15	SOCIAL AGENCIES	NAME OF ATTENDANCE WORKER

REPORT NO	DATE OF			ADJUSTED DATE	INITIALS OF WORKER	REPORT NO	DATE OF			ADJUSTED DATE	INITIALS OF WORKER
	1	INVESTIGATION	PROGRESS RETURN				1	INVESTIGATION	PROGRESS RETURN		
1						2					
2						3					
3						4					
4						5					
5						6					

STATEMENT OF REASON FOR REFERRAL BY SCHOOL PERSONNEL

TEACHER, COUNSELOR OR OTHER SCHOOL PERSONNEL SHOULD INDICATE ALL PROBLEM BEHAVIOR OBSERVED AND STEPS TAKEN TO ADJUST SITUATION

FOR INSTRUCTIONS FOR USE SEE FORM CEH 131

INITIALS OF PERSON MAKING ENTRY

ENTRY TO BE MADE IN INK BY TEACHER REFERRING CASE

ETHNIC GROUP

1 NEGRO OR BLACK
2 SPANISH SPEAKING
3 AMERICAN INDIAN
4 ORIENTAL
5 OTHER

FORM CEH 14 ATTENDANCE ADJUSTMENT REPORT SCHOOL DISTRICT OF PHILA (SEPT. 1977)

(OVER)

APPENDIX M

FORM EH 20

SCHOOL DISTRICT OF PHILADELPHIA

LAST NAME	FIRST NAME AND INITIALS	SCHOOL
REPORTED BY	DATE	GRADE OR GROUP
DIRECTIONS: SEE ADMINISTRATIVE BULLETINS NO. 22A AND NO. 22B.		

REASONS FOR REFERRAL (SPECIFIC NATURE OF CONDUCT, DESCRIPTIONS AND DATES OF SERIOUS OFFENSES, TEACHER'S DIAGNOSIS, NAME, ADDRESS, AND TELEPHONE NUMBER OF COMPLAINANT. AVOID GENERALIZATIONS.)

BEHAVIOR: _____ IN CLASS _____ IN HALLS, LUNCHROOM, ETC.

_____ FIGHTING	_____ DESTROYING PROPERTY
_____ CARRYING WEAPONS	_____ THROWING OBJECTS
_____ THREATENING TEACHERS	_____ THREATENING STUDENTS

SPECIFY NATURE OF OFFENSE (USE REVERSE SIDE IF NECESSARY)

REPEAT OFFENDER _____ YES _____ NO

ADJUSTMENT METHODS ALREADY USED BY TEACHER (SPECIFIC MEASURES, INCLUDING THE SPECIALIZED HELP SECURED BEFORE REFERRAL TO PRINCIPAL.)

FORM EH 20- DISCIPLINE CASE REPORT TEACHER-SCHOOL DISTRICT OF PHILADELPHIA (JAN 1971)

APPENDIX N

FORM EH 21

SCHOOL DISTRICT OF PHILADELPHIA

PUPIL'S NAME - LAST, FIRST, M. I.		BIRTH DATE MO. DA. YH.		PARENTS' FIRST NAMES OR GUARDIAN'S FULL NAME	
RESIDENCE - STREET, APT. NO., ETC.		CITY, IF OTHER THAN PHILADELPHIA			ZIP CODE
GRADE	NAME OF SCHOOL	DIST.	PUPIL I.D. NO.	SEX	RACE*

DIRECTIONS: AFTER CONFERENCE WITH THE PARENT OR GUARDIAN, FORWARD THE FORM IN TRIPPLICATE WITH ALL THE PUPIL'S RECORDS TO THE DISTRICT SUPERINTENDENT. ONE COPY IS FILED IN THE OFFICE OF THE DISTRICT SUPERINTENDENT, ONE IS RETURNED TO THE PRINCIPAL OF THE SCHOOL REFERRING THE CASE, AND ONE IS FORWARDED TO THE SUPERINTENDENT OF THE DISTRICT IN WHICH THE RECEIVING SCHOOL IS LOCATED. IF THE PUPIL HAS BEEN ASSIGNED TO A REMEDIAL-DISCIPLINARY CLASS, THE PARENT OR GUARDIAN WILL BE NOTIFIED IN AN INTERVIEW OR IN WRITING BY THE DISTRICT SUPERINTENDENT.

SPECIFIC STEP RECOMMENDED NOW

--

PARENTS' ATTITUDE TOWARD THIS STEP

DATE SIGNED	PRINCIPAL'S SIGNATURE

DISPOSITION OF CASE

DATE SIGNED	DISTRICT SUPERINTENDENT'S SIGNATURE
DATE SIGNED	DISTRICT SUPERINTENDENT'S SIGNATURE (RECEIVING DISTRICT)

* RACE CODES

- 0 - WHITE-NOT HISPANIC ORIGIN
- 1 - BLACK-NOT HISPANIC ORIGIN
- 2 - HISPANIC

- 3 - AMERICAN INDIAN/ALASKAN NATIVE
- 4 - ASIAN/PACIFIC ISLANDER

1. SPECIFIC INSTANCES OF MISCONDUCT (DATES)
(forward all anecdotal records with this report)

2. INSTANCES OF MISCONDUCT AT OTHER SCHOOLS

3. REPORTED SERIOUS INCIDENTS OF MISCONDUCT OUTSIDE SCHOOL

4. DATES OF PARENTS' INTERVIEWS WITH ADMINISTRATORS AND COUNSELORS

5. SERVICES OFFERED (COUNSELING, CURRICULAR ADJUSTMENTS, MEDICAL ATTENTION, REFERRAL TO MENTAL OR PSYCHIATRIC CLINICS, TRANSFER TO OTHER SCHOOLS OR CLASSES, ETC.)

6. MOST RECENT INDIVIDUAL PSYCHOLOGICAL EXAMINATION

DATE

I. Q.

RECOMMENDATIONS AND OTHER SIGNIFICANT DATA FROM THAT PSYCHOLOGICAL EXAMINATION:

FORMS H 83 & H 84

SCHOOL DISTRICT OF PHILADELPHIA

LAST NAME		FIRST NAME AND INITIALS		PRESENT GROUP		PRESENT ADVISER	
RESIDENCE		ZIP CODE		DATE OF BIRTH		MONTH	DAY
PARENT SCHOOL				DATE OF ENTRANCE TO GRADE 1			
PRESENT CURRICULUM				NEXT YEAR'S OBJECTIVES			
YEAR ENDING JUNE 19.....		PREVIOUS YEAR	FIRST REPORT	END OF YEAR	SENIOR HIGH CURRICULUM		
DAYS ABSENT - EXCUSED					AREA VOC.-TECH. CURRICULUM FIRST CHOICE		
- UNEXCUSED					SECOND CHOICE		
SUBJECT		MARK	MARK	MARK	THIRD CHOICE		
ENGLISH					SUBJECTS SELECTED		
READING					CODE NO.	SUBJECT	YEAR OF SUBJ.
SOCIAL STUDIES						ENGLISH	
PA. & AMER. HISTORY AND GOVT.						HEALTH EDUCATION	
WORLD HISTORY & GOVTS.						PHYSICAL EDUCATION	
MATH. * ()						MATH. * ()	
SCIENCE						FOR. LANG. * ()	
FOR. LANG. * ()							
INTRO. TO BUSINESS							
TYPING							
ART							
MUSIC							
HOME EC. * ()							
SHOP * ()							
DRAWING-MECH.							
PHYSICAL EDUCATION							
HEALTH EDUCATION							
					TOTAL		
*INSERT INITIAL LETTER AND YEAR OF SUBJECT							

ROSTER FOR NEW YEAR

NEW SCHOOL		NEW GRADE	
NEW ADVISER		NEW GROUP NO.	
DAY	1	2	3
M			
T			
T			
F			

FORM H 83-DATA FOR DETERMINING ROSTER FOR NEXT YEAR, BOYS- SCHOOL DISTRICT OF PHILA. (SEPT. 1974)

TEST SCORE PROFILE — GRADE _____

NATIONAL PERCENTILE RANK		CALIFORNIA ACHIEVEMENT TESTS 1970 EDITION CITY-WIDE PROGRAM										
		READING			MATHEMATICS			LANGUAGE			TOTAL SATIS- FACTORY	
		VOCAB	COMP	TOTAL	CONPT	CONCEPT & PROB	TOTAL	HEAR	USE & ST	TOTAL		SPELL
VERY HIGH	96-99	0	0	0	0	0	0	0	0	0	0	0
HIGH	89-95	0	0	0	0	0	0	0	0	0	0	0
	77-88	0	0	0	0	0	0	0	0	0	0	0
HIGH AVER.	60-76	0	0	0	0	0	0	0	0	0	0	0
AVER.	40-59	0	0	0	0	0	0	0	0	0	0	0
LOW AVER.	23-39	0	0	0	0	0	0	0	0	0	0	0
LOW	11-22	0	0	0	0	0	0	0	0	0	0	0
	4-10	0	0	0	0	0	0	0	0	0	0	0
VERY LOW	1-3	0	0	0	0	0	0	0	0	0	0	0
NATIONAL PERCENTILE RANK (ENTER SCORES BELOW ONLY FOR GRADE 4-8 AND HIGH SCHOOL FOR GIRLS)												
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____												

EXPLANATION OF ANY SPECIAL REASONS FOR CURRICULUM CHOICE

EXPLANATION OF EXTENDED ABSENCE

OTHER SIGNIFICANT INFORMATION

ENTRIES BY AREA VOCATIONAL-TECHNICAL SCHOOL ONLY

DATE APPLICATION RECEIVED _____ 19____		DATE RETURNED _____ 19____	
DIRECTIONS TO SENDING SCHOOL	CHOICE		
	FIRST	SECOND	THIRD
SEND APPLICANT FOR TESTS AND INTERVIEW			
AREA VOC. TECH. SCHOOL WILL ENROLL APPLICANT			
NAME WILL BE PLACED ON WAITING LIST			
NOT ACCEPTED _____ 19____		FOR REASONS CHECKED BELOW:	
	PAST SCHOOL RECORD	HEALTH	CLASS ALREADY FILLED
OTHER TESTS	VOCATIONAL APTITUDE	ATTENDANCE	

[illegible]

ROSTER FOR NEW YEAR										
NEW SCHOOL NEW ADVISER						NEW GRADE NEW GROUP NO.				
DAY	1	2	3	4	5	6	7	8	9	10
M										
T										
W										
Th										
F										

FORM #4-DATE SEP 1950

SCHOOL DISTRICT OF PHILADELPHIA
TEST SCORE PROFILE — GRADE —

NATIONAL PERCENTILE RANK		CALIFORNIA ACHIEVEMENT TESTS 1978 EDITION CITY-WIDE PROGRAM										
		READING			MATHEMATICS			LANGUAGE			TOTAL SATIS- FACTORY	
		VOCAB	COMP	TOTAL	CONCP	CONCP & PROB	TOTAL	MECH	USE & ST	TOTAL		SPELL
VERY HIGH	95-99	0	0	0	0	0	0	0	0	0	0	0
HIGH	80-95	0	0	0	0	0	0	0	0	0	0	0
	77-80	0	0	0	0	0	0	0	0	0	0	0
HIGH AVER.	60-76	0	0	0	0	0	0	0	0	0	0	0
AVER.	40-59	0	0	0	0	0	0	0	0	0	0	0
LOW AVER.	23-39	0	0	0	0	0	0	0	0	0	0	0
LOW	11-22	0	0	0	0	0	0	0	0	0	0	0
	4-10	0	0	0	0	0	0	0	0	0	0	0
VERY LOW	1-3	0	0	0	0	0	0	0	0	0	0	0

NATIONAL PERCENTILE RANK (ENTER SCORES BELOW ONLY FOR CENTRAL AND HIGH SCHOOL FOR GIRLS)

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EXPLANATION OF ANY SPECIAL REASONS FOR CURRICULUM CHOICE

EXPLANATION OF EXTENDED ABSENCE

OTHER SIGNIFICANT INFORMATION

ENTRIES BY AREA VOCATIONAL-TECHNICAL SCHOOL ONLY

DATE APPLICATION RECEIVED.....19..... DATE RETURNED.....19.....

DIRECTIONS TO SENDING SCHOOL	CHOICE		
	FIRST	SECOND	THIRD
SEND APPLICANT FOR TESTS AND INTERVIEW			
AREA VOC.-TECH. SCHOOL WILL ENROLL APPLICANT			
NAME WILL BE PLACED ON WAITING LIST			

NOT ACCEPTED.....19..... FOR REASONS CHECKED BELOW:

	PAST SCHOOL RECORD	HEALTH	CLASS ALREADY FILLED
OTHER TESTS	VOCATIONAL APTITUDE	ATTENDANCE	

APPENDIX P

FORM CEH 132

APPENDIX Q

FORM S 76

SCHOOL DISTRICT OF PHILADELPHIA

CONFIDENTIAL REPORT—FOR USE BY SCHOOL PERSONNEL ONLY
(ANYONE ELSE DESIRING INFORMATION CONTAINED IN THIS REPORT SHOULD BE REFERRED TO THE DIVISION OF SPECIAL EDUCATION.)

LAST NAME	FIRST NAME AND INITIALS	SEX	DATE OF BIRTH	AGE	PARENTS' FIRST NAME OR GUARDIAN'S FULL NAME
		M F	MO. DAY YEAR	YRS. MOS.	
RESIDENCE	ZONE				170
NAME OF SCHOOL		DISTRICT	DATE OF RECORD	GRADE	ADMISSION TO GRADE FROM
Transferred to Olney High West Phila. High Sch.		7		11	ATTENDANCE Satisfactory

RESULTS (P - USE FOR STATE REPORT)

TEST: WAIS I.Q. 95 M.A. 95

(VERBAL I.Q. 95; PERFORMANCE I.Q. 95)

OTHER TESTS USED: Bender Gestalt; Project Drawings; Sentence Completion

DATES OF PREVIOUS PSYCHOLOGICAL EXAMINATIONS

READING

WORD RECOGNITION WRAT: Gr. 11 (6 mos. in gr.)

PARAGRAPH COMPREHENSION

COMMENT

VISUAL ACUITY				HEARING	
15-20 FEET				RIGHT	LEFT
WITHOUT GLASSES		WITH GLASSES		DATE	
RIGHT	LEFT	RIGHT	LEFT		
/	/	/	/		

DEFECTIVE SPEECH ☐ SPEECH CLASS DOMINANT EYE HA

WRITTEN WORK

WORD SPELLING WRAT: Gr. 12 (0 mos. in gr.)

SENTENCES

PERTINENT DEVELOPMENTAL/MEDICAL DATA

PREMATURE BIRTH	VISUALLY HANDICAPPED
DEVELOPMENTAL ANOMALY	HEARING HANDICAPPED
SLOW EARLY DEVELOPMENT	ORTHOPEDEICALLY HANDICAPPED
SERIOUS ILLNESS OR ACCIDENT	PROLONGED HOSPITAL
SEIZURES	HEART CONDITION
DIAGNOSED EMOTIONAL MENTAL DISORDER	ALLERGIES
IS UNDER DRUG PSYCHO THERAPY	NERVOUS CONDITIONS OR
GROSSLY OVER OR UNDER WEIGHT	CHRONIC ENURESIS
POOR MOTOR COORDINATION	

ARITHMETIC

COUNTS TO : MONEY CONCEPT : TIME CONCEPT

ADDITION WITH/NO CARRYING

SUBTRACTION WITH/NO BORROWING

MULTIPLICATION 3 DIGIT MULTIPLIER

DIVISION 2 DIGIT DIVISOR

FRACTIONS

DECIMALS

NUMBER FACTS +

COMMENT WRAT: Gr. 6 (3 mos. in gr.)

SUMMARY OF FINDINGS AND RECOMMENDATIONS:

EXAMINATION: 1

PSYCHOLOGICAL FACTORS: Pierre is a tall, well-proportioned adolescent who was personable and outgoing throughout the evaluation. He was insightful and one had the distinct impression that his intentions were always to say, "the correct thing". Pierre rationalized his being in a hospital, stating that he stayed two months and appreciated what was done for him, but felt the need to be with his family.

According to Pierre, he was on "Thorazine". He stated that this "felt good" and helped him to see that the little things were just that, "little things", when he was taking medication. He rejected it as a result and felt that he could make it on his own. Pierre is oriented but very anxious. His voice rises as he talks and he is given to mood swings. When he relaxes, he reaches the point where he is almost completely immobilized.

On the Wechsler Adult Intelligence Scale, Pierre is currently functioning within the normal range of mental ability. His verbal and performance skills appear to

be developing at approximately the same rate. However, there is a wide scatter among his subtest scores which suggests that emotional factors are intruding. Pierre has acquired very little factual knowledge of the type which is obtained in a rewarding home or school setting. This does not enable him to compete on a level with his peers or to utilize his ability to his advantage. When given specific information, he shows more ability to conceptualize and work with abstract material. It is apparent that anxiety around success is a significant factor in Pierre's inability to function adequately. In every area of the test, he demonstrates intelligence which should enable him to learn at a much higher rate.

In the non-verbal area of the test, Pierre demonstrates a capacity to understand and work with the performance tasks except in the area where assembly skills were necessary. For the most part, they were executed in a trial-and-error manner and if what appeared to be disinterest. When given a task on which he was to determine the essential parts which were missing from objects, he quietly turned the page without responding and had to be reminded to give a verbal response. He was at his best as he reproduced block designs efficiently and, again, with deliberation, with 100% accuracy although he was unable to gain bonus points because of the rate at which he worked.

A survey of school skills indicates that Pierre continues to make progress. On the Wide Range Achievement Test, he is currently functioning at mid-eleventh-grade expectancy in word recognition areas. His spelling exceeds this level and is at beginning twelfth-year expectancy. Given arithmetic problems, however, Pierre was able to manage only those problems which approached mid-sixth-grade level of expectancy. He became confused and disorganized when confronted with fundamentals beyond this point and did not attempt anything of which he was not sure. Pierre is painfully aware of his shortcomings in the arithmetic area.

Clinical observations and projective materials suggest that Pierre's problems in learning and adjustment are the result of emotional maladjustment rather than intellectual insufficiency. He is shown to be a markedly insecure adolescent who views the environment as threatening and is unable much of the time to channel his impulses constructively. Too often, he is impelled into ego-bolstering behavior. In attempt to control his anxiety, he resorts to a rather compulsive approach to situations and a lashing out or demanding of immediate gratification of his wishes. Pierre will need help in establishing and maintaining suitable interpersonal relationships.

RECOMMENDATIONS: Pierre is an adolescent with well established, normal intelligence. His needs must therefore be met within the framework of the regular grade program.

Regular and supportive counseling is warranted. It appears that a therapeutic situation may be necessary in addition to the counseling program.

Pierre's vocational interests should be explored so that the proper vocational component can be built into his program.

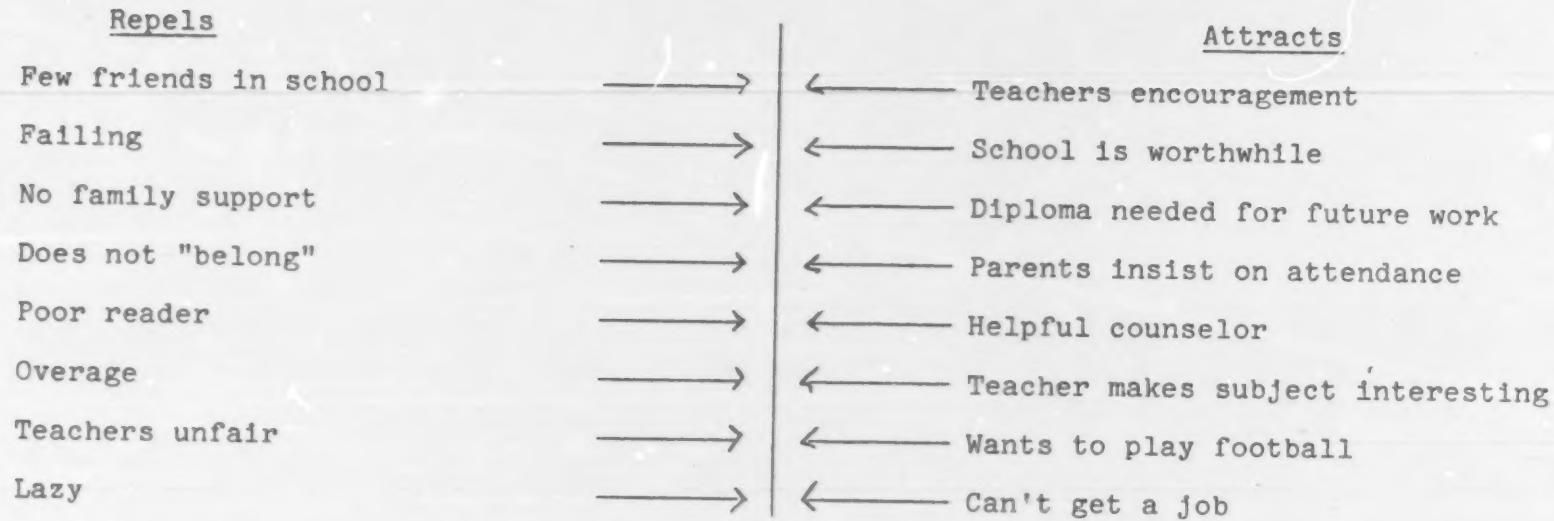
Status-building activities should be offered Pierre. Opportunities for inclusion in peer-group programs should also be given. Pierre wants and needs friends.

HRO:ga
cc: Principal
D.S.#1

Principal (Clay High School)

Helen R. Ogburn
Helen R. Ogburn, Psychologist

FORCE FIELD CHART



FORCE FIELD CHART

APPENDIX R

172

SUBJECT INTEREST QUESTIONNAIRE

WEST PHILADELPHIA HIGH SCHOOL
47th & Walnut Streets
Philadelphia, Pa. 19139

SUBJECT INTEREST QUESTIONNAIRE

Name _____ Group No. _____ Date _____

1. What do you like to do? List five things in order of preference.
2. Where do you like to go?
3. What hobbies do you have?
4. Do you read the daily newspaper? Which one?
5. Do you like to work with your hands?
6. Do you like to fix things?
7. Do you enjoy building things?
8. What are your favorite subjects? List in order of priority.
9. What new subjects would you like to study?
10. What is wrong with our school?

ATTITUDE QUESTIONNAIRE

WEST PHILADELPHIA HIGH SCHOOL
47th & Walnut Streets
Philadelphia, Pa. 19139

ATTITUDE QUESTIONNAIRE

Name _____ Group No. _____ Date _____

A. Are you bothered with any of these problems?

1. Do you feel resentful toward school?
2. Do you dislike most of your teachers?
3. Are you having troubles at home?
4. Do you have serious worries?
5. Do the students at school dislike you?
6. Do you hate to read?
7. Do you hate yourself or someone important to you?

B. Are any of these problems yours?

1. Fear or resentment of parents or other family members.
2. Fear or dislike of speaking in class.
3. Embarrassment or resentment over poor personal appearance (overweight, poor complexion, or other personal problems).
4. Poor eyesight, poor speech, or other physical handicaps.
5. Lack of friends.
6. Lack of dates.
7. Shortage of money.

8. Desperate need for a job, or resentment over having to work.
9. Having too much to do, or not enough to do.
10. Anxiety about the future; not knowing what you are best suited for.
11. Inability to read well enough to do assignments.
12. Feeling less intelligent than other students.
13. Resentment or embarrassment about clothes.
14. Inability to sleep well.
15. Concern over bad habits.

THREE SAMPLE SCHEDULES

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am	Basic Math Career Exp. AFJR ROTC			→ Chess	Basic Math
10 am	Career Exp. Career Exp. Basic Math			→ Career Exp.	
11 am	Career Exp. Photography Basic Math	Reading & Eng.		→ Career Exp.	
12 noon	Lunch Basic Math Reading & Eng.				→ Reg. Library
1 pm	Reading & Eng. Reading & Eng. Lunch	Amer. Hist.		→ Science	
2 pm	Swimming Lunch Photography	Exp. Science		→ Lunch	
3 pm	Extra-curricular Activities				

THREE SAMPLE SCHEDULES

APPENDIX U

176

COUNSELOR INTERVIEW QUESTIONS

School Experiences

1. What do you like in particular about going to school?
2. Is there anything in particular that you dislike about going to school?
3. Is there anything else that you can think of that you specifically like or dislike about going to school?
4. What reason ranked first in your decision that you might leave school?
5. If your best friend came to you and told you that he was going to drop out of high school, what would you tell him?

Ego--Family

6. Now about your family: Would you say that it is your father or your mother who makes most of the decisions? What type of decisions would your father make and what type of decisions would your mother make?
7. If your whole family had some free time, how would they usually spend it?
8. Does your family talk things over with each other very often?

9. To what degree would you say that your whole family both understands and accepts each other?
10. And how do you fit into the picture? To what degree would you say that your family both understands and accepts you?
11. And would you say you both understand and accept them?
12. Does your family encourage and help you in your plans for a good job or in your school plans?
13. Have you ever made plans to leave your parents' home for good?

Friend-Family System

14. How many really close friends does your family have?
15. What would your family mean by a close friend?
16. Does your family get together with the relatives on big holidays?
17. Does your family's friends have about the same idea about education as your family did, or what was the situation?
18. (If there is time discuss and probe in your own words the friend-family variables.)
19. Can you think of any example of your being influenced by your family's friends or relatives?

Peer Group

20. Did you think you were being contrary to your family in your choice of friends at any time or don't you think they cared who your friends were?
21. If your parents oppose your choice of some friend, what usually happens?
22. How much school will the majority of your friends complete?
23. If we said that a close friend was one who really accepts you as a person, and one that you like to confide in, and that you enjoy being with under many circumstances, would you say that you were friendly with any one of the teachers or staff members at school? Was there more than one? How many?
24. And of those close friends who accepted you, that you could confide in, and that you enjoyed being with, were there any of them among the students at school? How many?
25. How many close friends do you have that your parents approve of?
26. And how many close friends do you have that your family does not approve of or are indifferent about?
27. And at home, how many were there that you could say accept you, and you like to confide in, and you enjoy being with?

28. And how many of your parents' friends are you friendly with?

Influentials

29. Did you think you were right in considering leaving school?
30. From whom did you seek help? At the point of your decision to drop out, with whom did you speak? Did you have any plans for the future?
31. Which person do you judge to have been most influential in your choice of an occupation?
32. Which person do you judge to have been the most influential person in your life?
33. And whom do you judge to be the second most influential person in your life?
34. Is there any person whom you have not mentioned who influenced you greatly?
35. If you needed help and advice to make a big decision, to whom would you go for that advice?

TEACHING TRAITS

This reaction sheet was given to each student.
The items listed below were used.

Rank	Traits
_____	Enthusiasm for subject
_____	General appearance
_____	Humor or wit
_____	Method of presentation
_____	Knowledge of subject
_____	Resourcefulness
_____	Sincerity and warmth
_____	Respect for students
_____	Voice and vocabulary
_____	Wise use of discipline

APPENDIX X

LETTER TO PARENTS

WEST PHILADELPHIA HIGH SCHOOL
47th & Walnut Streets
Philadelphia, Pa. 19139

Date _____

Dear Parent,

THIS IS AN EMERGENCY

We are asking your help to keep your child in school. He is considered a potential dropout. We do not wish the student to get lost and miss out on a quality education. We are instituting a program to insure that each of these students understands the importance of education and is motivated to profit through opportunities available in the classroom and in extracurricular activities.

Our school-community coordinator will visit your home to share with you pertinent information about the program for the potential dropout.

If you desire any more information about the program designed to keep your child in school, please stop by the school or call your child's counselor (GR 6-5480).

Thank you.

WALTER H. SCOTT,
Principal

PARENT QUESTIONNAIRE

WEST PHILADELPHIA HIGH SCHOOL
47th & Walnut Streets
Philadelphia, Pa. 19139

September, 1976

Dear Parents:

On the questionnaire below, please indicate your opinion as to how your child relates to his school and its program.

Please return your completed questionnaire to the school office or give it to the School-Community Coordinator.

Thank you for your cooperation.

WALTER H. SCOTT,
Principal

	<u>Yes</u>	<u>No</u>
1. Would you like your child to remain in school and graduate from high school?	___	___
2. Do you think your child should leave school at the age of 17 and get a job?	___	___
3. Have you discussed remaining in school with your child?	___	___
4. Have you discussed leaving school and getting a job with your child?	___	___
5. Have you discussed with your child the value of a diploma?	___	___
6. Is your child male? female?	___ ___	___ ___
7. Does your child participate in extra-curricular activities?	___	___
8. Have you discussed the significance of dropping out with your child?	___	___

- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| 9. Would you want your child to be a member of a new program for potential dropouts? | ___ | ___ |
| 10. Would you, the parent, wish to be an active participant in this new program? | ___ | ___ |
| 11. If there are other children are they in | | |
| college | ___ | ___ |
| senior high school | ___ | ___ |
| junior high school | ___ | ___ |
| elementary school | ___ | ___ |

PARENTS' LETTER AND PLEDGE OF COOPERATION

WEST PHILADELPHIA HIGH SCHOOL
47th & Walnut Streets
Philadelphia, Pa. 19139

Date

Dear Parents:

We--teachers, counselors, school-community coordinator--have been working very hard to help your child to do his best in school. We have had some success. But we want you to know that our best efforts will not be good enough if we do not have your full support and cooperation. We realize, as we know you do, that if your child is to prepare himself for a good position in the future, he must do his best job in school everyday. We feel sure that you will want to do all you can to make certain that your child achieves as much as he can in all school subjects, especially in reading and arithmetic. Let us take as our motto:

SUCCESS IN SCHOOL IS MY CHILD'S MOST IMPORTANT BUSINESS.

Following is a parent's PLEDGE OF COOPERATION. Please read it carefully and let it serve as a constant reminder and guide.

Sincerely yours,

WALTER H. SCOTT,
Principal

THE PARENT'S PLEDGE OF COOPERATION

- I. I pledge that I will do my level best to help my child put forth his best effort to study and achieve in school.
 1. I will make sure that my child attends school every day on time.
 2. I will provide my child with a dictionary and, as far as I am able, a quiet well-lighted place to study.
 3. I will insist that my child spends some time studying at home each day.
 4. I will visit my child's teachers at least twice during each semester.
 5. I will discuss my child's report card with him.
 6. I will join the Home and School Association and attend meetings as often as I can.
- II. I recognize that fact that skill in reading is the key to success in school achievement. Therefore:
 1. I will (provide my child with) see that my child has a library card and insist that he use it regularly.
 2. I will give him books frequently (birthdays, holidays, and other special occasions).
 3. I will give him subscriptions to magazines such as Time, Newsweek, Popular Mechanics, Book Digest, etc.
 4. I will encourage him to participate in the school's book fair and other similar activities.
- III. I pledge to do my best to impress upon my child the fact that success in school is his most important business.

Certificate of Award

THIS CERTIFIES THAT



West Philadelphia High School

awards this certificate to

for outstanding achievement

Walter H. Scott

PRINCIPAL

CERTIFICATE OF AWARD

APPENDIX AA

187

202

201



EXPLANATION OF READING LEVELS

It is important that while they are acquiring the skills necessary for reading, pupils also develop a desire to read. It is generally recognized that enjoyable experiences with literature provide powerful motivation for reading. As part of their regular reading program in school children are given much good literature. They should also be encouraged to read at home, for our ultimate goal is to develop readers who like books and who choose to read.

LEVEL I

Word Recognition Skills

1. Recognizes likenesses and differences in forms, letters, words, and sounds
2. Recognizes letters of alphabet
3. Begins a sight vocabulary

Comprehension Skills

1. Interprets pictures and stories read to pupil
2. Recognizes own name, labels, titles, etc.
3. Composes stories for teacher to record

Study Skills

1. Handles a book with ease
2. Locates picture items from teacher directions
3. Understands purpose of Table of Contents

LEVEL II

Word Recognition Skills

1. Learns necessary sight vocabulary of materials being used
2. Understands and uses beginning and ending consonant sounds
3. Understands and uses plural forms and inflectional endings
4. Understands and uses alphabetic sequence

Comprehension Skills

From looking at picture or listening to story:

1. Understands main idea and supporting details
2. Draws inferences and makes judgments
3. Understands sequence
4. Classifies pictures, words, phrases

Study Skills

- Understands and uses
1. Page numbers, title page, and Table of Contents
 2. Follows simple written directions

LEVEL III

Word Recognition Skills

1. Understands and uses 2 and 3 letter blends
2. Understands and uses vowels short and long
3. Understands and uses compound words
4. Understands and uses contractions and possessives

Comprehension Skills

1. Classifies phrases, sentences, ideas
2. Understands and uses main ideas, supporting details, inferences
3. Begins to understand cause and effect

Study Skills

1. Masters alphabetic sequence
2. Uses Table of Contents
3. Uses simple picture dictionary

LEVEL IV

Word Recognition Skills

1. Uses consonants, digraphs, blends in all positions
2. Understands and uses short and long vowels and vowel digraphs
3. Understands and uses diphthongs
4. Begins syllabication (open and closed syllables)
5. Understands and uses irregular plurals and other variant endings

Study Skills

1. Uses notetaking and outlining skills with content area materials
2. Understands and uses summarizing as technique for recall
3. Understands and uses SQ3R* as study technique
4. Is proficient in use of greater variety of reference materials (Atlas, Almanac, Encyclopedia, etc.)
5. Understands and uses Dewey Decimal System and Card Catalogue in library

LEVEL XII

Word Recognition Skills

1. Continues to use all previously learned word recognition techniques
2. Understands and uses efficiently context, phonetic and structural analysis, and the dictionary, to work out new words

Comprehension Skills

1. Understands and uses longer and more complex sentences
2. Identifies implied, as well as explicit, main idea and subordinate details of a paragraph
3. Identifies main idea of total selection (more than one paragraph)

LEVEL XIII

Word Recognition Skills

Uses all previously learned word recognition skills, plus affixes, roots, and derivations for vocabulary extension and enrichment

Comprehension Skills

1. Identifies main idea and supporting details of articles, essays, and reports
2. Identifies implied idea and supporting details of articles, essays, and reports
3. Identifies intent and purpose of author

LEVEL XIV

Word Recognition Skills

1. Continues to use and refine skills (context, phonetic and structural analysis, dictionary affixes) to identify and acquire new words
2. Continues to extend vocabulary through growing knowledge of etymology
3. Differentiates between brand and trade names and generic terms
4. Begins to build specialized content areas and technical vocabulary

Comprehension Skills

1. Understands and uses organization of a newspaper
2. Recognizes different points of view in different newspapers and periodicals
3. Identifies different patterns of writing in different content areas
4. Develops a hypothesis, supports and/or modifies it through further reading
5. Adjusts rate of reading to purposes and level of difficulty of material
6. Makes judgments based on all evidence read

*SQ3R = Survey, Question, Read, Recite, Review

Comprehension Skills

1. Distinguishes between definite and indefinite terms
2. Classifies and categorizes ideas
3. Continues to identify ideas and supporting details and making judgments
4. Anticipates ideas and sees cause-effect relationships

Study Skills

1. Understands organization of a book
2. Alphabetizes word lists
3. Uses, with ease, picture dictionary

LEVEL V**Word Recognition Skills**

1. Understands and uses hard and soft C and G
2. Understands and uses with ease vowel digraphs, diphthongs, and those affected by L, R and W
3. Understands and uses prefixes, suffixes, and syllabication

Comprehension Skills

1. Continues to use and understand at higher levels main ideas, supporting details, predicting outcomes, making judgments
2. Recognizes difference between fact and fiction
3. Understands concepts of time and place
4. Understands figurative and idiomatic expressions

Study Skills

1. Begins to make a simple topical outline (headings, subheadings)
2. Understands teacher use of dictionary

LEVEL IV**Word Recognition Skills**

1. Understands and uses higher-level compound words, possessives, contractions
2. Understands and uses prefixes; supplies root words
3. Understands and uses comparative and superlative endings
4. Understands and uses the schwa

Comprehension Skills

1. Utilizes and applies previously learned skills with more complex materials
2. Gets meaning from appositional phrases and other context clues
3. Summarizes ideas from materials read
4. Begins to use and understand content-oriented materials

Study Skills

1. Begins to take notes
2. Makes simple 2 and 3 point outlines
3. Begins to understand and use simple maps, charts, graphs
4. Understands teacher use of reference materials

LEVEL VII**Word Recognition Skills**

1. Understands and uses variant and irregular spelling and pronunciations
2. Understands and uses simple abbreviations
3. Understands and uses higher level affixes

Comprehension Skills

1. Selects relevant material
2. Relates details to main ideas in increasingly complex material
3. Draws conclusions, makes generalizations and inferences based on stated facts (content-oriented materials)
4. Understands and uses varied word meanings

Study Skills

1. Understands and uses more complex maps, charts and graphs
2. Outlines in greater detail
3. Begins to use an index
4. Indexes and classifies material
5. Understands and uses glossary

LEVEL VIII**Word Recognition Skills**

1. Begins to understand and use simple diacritical marks
2. Begins to understand and use phonetic respelling
3. Begins to understand and use primary accent
4. Uses and understands increasingly complex polysyllabic words
5. Uses and understands guide words in beginning dictionary

Comprehension Skills

1. Understands differences in point of view
2. Understands and uses specialized vocabulary and concepts in content-area materials
3. Understands and uses abstractions

Study Skills

1. Takes notes from oral reports and readings
2. Uses a three step outline format
3. Begins to use simple reference materials
4. Begins to understand and use SQ3R system
5. Understands and uses glossary and index

LEVEL IX**Word Recognition Skills**

1. Understands and uses all diacritical marks and phonetic respellings
2. Understands and uses synonyms, antonyms and homonyms
3. Uses dictionary with some independence

Comprehension Skills

1. Analyzes story elements (main character, supporting character, plot, subplot)
2. Understands and uses all steps of critical reading (main idea, supporting details, predicting outcomes, drawing inferences, and making judgments)

Study Skills

1. Uses dictionary with greater independence
2. Understands and uses reference materials
3. Begins to use card catalogue in IMC or library
4. Begins to recognize and use flexibility in reading rate

LEVEL X**Word Recognition Skills**

1. Continues to extend and enrich vocabulary
2. Utilizes all skills previously learned

Comprehension Skills

1. Uses critical reading skills (inference, judgment, etc.) in more complex materials
2. Understands and uses newspapers, pamphlets, periodicals, etc.
3. Begins to identify propaganda techniques
4. Begins to identify satire and irony

Study Skills

1. Uses more complex reference materials
2. Organizes, retains, and recalls what has been read
3. Prepares increasingly more complex outlines
4. Uses techniques of skimming, rapid reading, and study-type reading for varied purposes

LEVEL XI**Word Recognition Skills**

1. Continues to use all previously learned word recognition techniques
2. Continues to enrich and extend vocabulary

Comprehension Skills

1. Recognizes author's purpose and point of view
2. Understands and uses three parts of an article (introduction, body and conclusion)

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